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ABSTRACT

This first annual report inventories the major state manpower programs during the past year and discusses the objectives of comprehensive manpower planning, with emphasis on a series of legislative and administrative recommendations. The contributions of various manpower systems are discussed, including the Cooperative Area Manpower Planning System and the Immigration Service Center. Detailed descriptions of selected program activities are appended. (EH)

ED050259

ANNUAL MANPOWER REPORT WITH RECOMMENDATIONS

Annual Report As Called For
By Act 170, S.L. 70 Section 202-8

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Prepared by

THE COMMISSION ON MANPOWER AND FULL EMPLOYMENT

VT012887

TRANSMITTED TO THE GOVERNOR FEBRUARY, 1971

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ANNUAL REPORT

OF THE

COMMISSION ON MANPOWER AND FULL EMPLOYMENT

STATE OF HAWAII

JANUARY 1971

STATE OF HAWAII

OFFICE OF THE GOVERNOR

STATE COMMISSION
ON MANPOWER
AND FULL EMPLOYMENT

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February 1, 1971

The Honorable John A. Burns
Governor
State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Dear Governor Burns:

I have the honor to submit to you the first Annual Report of the Commission on Manpower and Full Employment.

The Commission has prepared the report in conformity with Act 170, S.L.H. 1970. It recounts the major State manpower activities during the past year and emphasizes a series of legislative and administrative recommendations derived from manpower programs and from a set of public inquiries conducted by the Commission.

The report also discusses the contributions of various manpower systems in the State, including the specific areas of the Cooperative Area Manpower Planning System (CAMPS), Vocational Education, and the new Immigration Service Center which was assigned to the Commission's purview last July. In the context of an economic analysis, it makes particular reference to the growing plight of the unemployed.

Full and meaningful employment continued to be our central concern. While the report does not cover the full range of manpower activites, our design of it has been purposeful in listing the immediate needs ahead. It suggests the agenda for improvements in the use of training in meeting the most basic needs of our working force and, hopefully, to meld the need of the individual and the relative needs of industry and business. It focuses upon maximizing the development of our manpower resource through a network of educational and training activities as a step toward comprehensive manpower planning.

We hope the report will be useful and beneficial as it seeks to clarify the nature of manpower concerns in Hawaii. We hope it will prove helpful in pointing the direction we should move.

In a sense, we are submitting the report, through you, to those who share a concern for our manpower resource. Indeed, the future of manpower in any community is really shaped by many--government, educators, employers, workers, unions, and many others. To all of these, we hope the report will be meaningful as together we come to grips with the tasks and challenges ahead. As quickly as possible, we hope for the translation of these objectives and the realities for our people.

The members of the Commission join me in expressing our appreciation for the opportunity of service in this connection. We are grateful for the close cooperation of many people from all sectors of our community--public and private agencies, businessmen, legislators, educators, and many others.

Sincerely,

James J. M. Misajon
Chairman

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ANNUAL REPORT

OF THE

COMMISSION ON MANPOWER AND FULL EMPLOYMENT

STATE OF HAWAII

Prepared by the Staff

Theodore F. Ruhig, Executive Secretary

PREFACE

The present annual report is designed to be highlighted by the lead-off legislative and administrative recommendations; as will be seen these recommendations were developed from the Commission's yearly program activities. It will also be noted from the section on Economic and Manpower Background that manpower services will again have to adapt, this time to a higher level of unemployment as brought on by national developments.

Included in the report is an inventory of state manpower programs, a discussion of the objectives of comprehensive manpower planning and an appendix which contains detailed descriptions of selected program activities. It is hoped that this report will demonstrate the necessity of providing the needed individualized programs and options to meet the employment problems of the people of the State to better prepare them to secure good jobs.

Since 1965 the State has had an Advisory Commission on Manpower and Full Employment. It was originally established to obviate the adverse effects of rapid technological change, but with the passage of years and with the rapid expansion of the State's economy, large-scale unemployment did not develop as feared. Instead, the State was confronted with an extremely tight labor market. In spite of high demands on the labor market, many individuals continued to remain outside of the active work force and became known as the hardcore unemployed. The latter half of the 60's became replete with experimental programs

originating at federal and State levels to meet the needs of these disadvantaged unemployed. In order to cope with the changing conditions in the labor market and the resulting problems, the Advisory Commission on Manpower and Full Employment was assigned additional responsibilities.

At the State level, these developments culminated in Act 170, Session Laws of Hawaii 1970, which amended the basic Manpower Commission legislation by lodging responsibility for development of an annual comprehensive statewide manpower plan in the Commission and designating it as the body responsible for planning, reviewing and evaluating all State and federal manpower programs. The same Act transferred the Cooperative Area Manpower Planning System (CAMPS) to the Commission. This federally-funded effort was designed to overcome some of the problems arising from the many manpower programs, and is now reenforcing the Commission's planning. A vocational education advisory function, called for by federal legislation, was also added when the Commission was designated to serve as the State Advisory Council on Vocational and Technical Education. Finally, an Immigration Service Center was established under the Commission's aegis as called for by Act 175.

Theodore F. Ruhig

Theodore F. Ruhig
Executive Secretary
State Commission on Manpower
and Full Employment

The recommendations which follow are set forth out-of-context, for the ready reference of legislators and administrators.

The reasons for the recommendations are set forth in a more readable and coherent form in the background which makes up the rest of this document.

RECOMMENDATIONS

The Commission is mandated by law to recommend specific administrative and legislative steps which it believes should be taken by the State government in meeting its responsibilities (A) to promote occupational training and skill development programs appropriate to the State's needs and resources, (B) to encourage a program of useful research into the State's manpower requirements, development, and utilization, (C) to support and promote technological change in the interest of continued economic growth and improved well-being of our people, (D) to continue and adopt measures which will facilitate occupational adjustment and geographical mobility, and insure full employment, and (E) to explore and evaluate various methods of sharing the cost of preventing and alleviating the adverse impact of change on displaced workers.

The following recommendations represent responses to needs and problems resulting from the findings of a series of public inquiries held by the Commission on November 23, 24, 25, December 1, and 2, 1970*, as well as responses to requirements uncovered in the course of conducting program activities during the year.

The Commission supports these recommendations as part of its continuing effort to help improve government services and to better education, training, job placement and the entire manpower delivery system.

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* For a summary of inquiries refer to Appendix A.

A. TO PROMOTE OCCUPATIONAL TRAINING AND SKILL DEVELOPMENT PROGRAMS APPROPRIATE TO THE STATE'S NEEDS AND RESOURCES

ADMINISTRATION AND LEGISLATURE

Meeting Problem of Rising Unemployment

Problem: It is State policy to keep Hawaii's work force fully employed. It is a policy to lower the unemployment rate despite current mainland trends. Current State unemployment of 4.2%* is beyond the point of social acceptability and there is a danger that it will go even higher unless the State takes further action to promote employment opportunities. The State, by policy, with the Commission on Manpower and Full Employment advising, is committed to full employment. (See pages 29-51, Economic and Manpower Background).

Recommendation: Fill all possible current State and County vacancies and through the most possible New Career type appointments.

Recommendation: Create new jobs with the State and County acting as the employer of last resort to meet existing need for State services, such as environmental control, restoration of historic sites, etc. This could be done through substantially increasing the budget under Act 251 until such time as the private sector takes up the slack and/or funding is provided through federal sources.

Recommendation: Increase employment through the CIP giving priorities to those projects which can absorb the greatest amount of manpower.

LEGISLATURE

Vocational Education Policy, Management and Administration

Problem: Policy, management and administrative problems in vocational education are properly the concern of the Advisory Council on Vocational and Technical Education. Many specific recommendations affecting these matters will not be incorporated in this report.

Recommendation: Specific recommendations by the Advisory Council will be incorporated in Part II of the annual evaluation of vocational education in Hawaii. It will be provided to the legislature upon publication.

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* State-wide unemployed rate for December 1970 as reported Jan. 26, 1971, DLIR (figures not adjusted for seasonality).

Provision for More Vocational Education

Problem: Insufficient allocation of funds for vocational education in the Department of Education.

Recommendation: It is desirable for students to have an exposure to and have an understanding of the world of work. Appropriate courses should be provided very early in the student's education to provide the necessary career options. The highly researched, developed and field tested "World of Construction" should be offered in intermediate school to all students in Hawaii. The legislature should fund such a program in this session. (See Appendix C).

Recommendation: Strong support must be provided for the planned expansion of the three elements of the restructured vocational programs in the secondary schools. These are the Pre-Industrial Preparatory, Introduction to Vocations and the Occupational Skills programs. Increased funding for expansion of these programs as recommended by the Board of Education programs is the very minimum that can be recommended to maintain program impetus; an enlarged program would be more desirable.

Recommendation: A career development course developed by the Hawaii Department of Education for ninth graders is being field tested this year at Jarrett Intermediate School on Oahu. This course is a positive step in rendering career guidance assistance to students and should be funded for wide application in Hawaii in the 1972-73 school year. Reference - D.O.E. Publication TAC 70-2007.

Recommendation: The concept of the world of work should be provided to children from the earliest school years. A guide for career development is being developed by the Hawaii Department of Education for grades 4-6 with the intention of integrating this with the Social Studies and Language Arts Curriculum area. This approach is being field tested this school year, and is deserving of legislative support.

Construction Trades Training Facility - Honolulu Community College

Problem: The Community Colleges are designated as the prime institutions for specialized vocational and technical education in Hawaii. Honolulu Community College is the largest vocational college in the system and its facilities are completely ~~in~~adequate for the construction trades training purposes.

Recommendation: That a new, adequate construction trades training facility be funded in this session of the legislature for Honolulu Community College.

DEPARTMENT OF EDUCATION

Basic Academic Education

Problem: Because of constantly changing job content, larger organizations with their own training programs prefer to hire broadly educated people with an ability to communicate orally, to read and write well, and to do mathematical computation. The companies then provide on-the-job training for new, upgraded skills to their trainees and current employees.

Recommendations: Emphasize English, math, and speech in the high school academic curriculum.

Nurture curiosity and the desire to learn.

Emphasize concepts and principles as well as teaching basic academic skills.

Communication Skills Training

Problem: Job opportunities in the tourist industry could expand if local residents upgrade their ability to handle public contact jobs. An improvement in the use of communication skills was adjudged to be extremely important to this end.

Recommendation: Provide courses and special training in communication through the State's education system to help improve the ability of island residents to cope with a dominant mainland culture.

Teaching of Hawaiiana

Problem: The public school system does well to emphasize the teaching of Hawaiiana to island residents. Possession of such knowledge would insure against loss of the State's unique cultural history and enhance the travel industry.

Recommendation: Increase the course offerings in Hawaiiana. The Department of Education should improve on the present Hawaiiana program and provide additional courses as electives. The University of Hawaii and Community Colleges should also expand their curricula.

COMMUNITY COLLEGE SYSTEM - UNIVERSITY OF HAWAII

Quality of Vocational Training

Problem: Graduates of the Community College System and independent small colleges should have a high level of expertise in their area of training. Graduates should have more than minimal level job entry skills. If industry must also train such a graduate, then this duplication should be eliminated.

Recommendation: Encourage the Community College System and the private small colleges to aim at turning out highly trained specialists in selected vocational subjects.

Agricultural Training Programs

Problem: Agricultural training programs have appeared inadequate for certain skills. At some remote plantations, related instruction for apprenticeship programs is only available through correspondence courses. Communication needs to be improved between the training institution, the employers and the employees so that programs could be made available at the convenience of the employee. Training institutions have also not been attuned to changing employment needs in agriculture.

Recommendation: Expand agricultural training programs in the Community Colleges, particularly for maintenance men and operators of agricultural equipment. The Community Colleges should also seek to meet industry's needs in providing related instructions for apprenticeship programs in the plantations.

Transportation Industry Training Programs

Problem: In some phases of transportation, trained manpower is difficult to find. The shortage occurs particularly for trained and dependable truck drivers and people trained for traffic engineering and planning.

Recommendations: Introduce traffic and transportation courses at the University which lead to an advanced transportation engineering degree. More courses on transportation economics are also needed.

Implement a year-round work-study program at the University whereby employees engaged in transportation, planning and engineering for the State and Counties can work on the job, get related training and receive academic credit for such experience.

Continue support for retraining programs for drivers in the Community College System.

Middle Management Positions in Construction

Problem: Although there is marked unemployment among construction workers, a shortage does exist for qualified people to fill middle management positions in the industry.

Recommendation: Develop a middle management training program to be offered by the University or the Community College System to fill the need. The program should be developed by a representative industry committee and courses should include management skills, finance, public relations, engineering, law and safety.

Use of Para-professionals

Problem: Untrained individuals could be utilized by State agencies if proper supervision and training were developed to qualify them as para-professionals in selected specializations - such as educational assistant, employment aide, health aide, library aide and social services aide.

Recommendation: Provide for proper curriculum in educational institutions to train people for para-professional positions and encourage State agencies to hire them.

Cuisine Cook Training

Problem: Many hotels and restaurants import their chefs due to the lack of highly skilled local cooks. The local manpower cannot be fully utilized unless it is adequately trained.

Recommendation: Implement a cuisine chef program in the Community College System.

Licensed Practical Nurse

Problem: The training program of the Licensed Practical Nurse is unduly long. Certification for Licensed Practical Nurse can be modified without affecting the quality of service if adequate training is provided and trainees are given competent supervision.

Recommendation: Shorten the curriculum for Licensed Practical Nurse to six months whereby trainees receive essential skills needed for the job and are hired with additional

training provided on the job. Individuals who have had at least five years' work experience as a Practical Nurse under adequate supervision should also be eligible for certification as a Licensed Practical Nurse.

Dental Assistant Curriculum

Problem: There appears to be a gap not only between the expectation of students trained in the Community Colleges and practicing dentists in terms of compensation, but in the skills which are required for the job. Graduates of the program for dental assistants are more highly trained than the level of available employment since the school program is aimed at national criteria for certification; many local dentists are unwilling to pay wages at the level expected by those trained in a full-term course.

Recommendation: Reduce the training period in the Community Colleges for dental assistants to less than a year or offer students the option of a short or a full term course.

Japanese Language Training

Problem: Japanese visitors are coming to Hawaii at the present rate of 150,000 per year. It is projected that as many as 500,000 will come here annually by 1975. To meet the needs of the expected flow of Japanese, a great increase in the ability of those employed in the hotel and retail industries in conversational Japanese is needed since the average Japanese tourist has no working knowledge of English.

Recommendation: Strengthen Pacific Basin language programs within the public school system. To meet a current need, establish Japanese language courses in the Community College geared to servicing Japanese tourists. Establish a coordinated Japanese conversational course over ETV in order to allow employees an opportunity to learn or improve Japanese language skills. Encourage establishments to conduct their own conversational classes for employees.

GENERAL - PUBLIC AND PRIVATE SECTOR

Government Employee Training

Problem: A number of problems exist in the training of government employee which can be improved with proper action.

Recommendations: Provide stipends and time off to employees to permit continued education to qualify them for difficult-to-fill professional positions. This would be along the line of a career ladder concept.

Appropriate more funds to the Department of Personnel Services for in-service training and on-the-job training.

Educational Leave for Health Employees

Problem: There is a need for employees in the health field both in public agencies and in the private sector to participate in programs for upgrading skills as well as training for leadership and supervision positions. Organized support and funding of such educational leave programs, however, are lacking.

Recommendation: Establish an employee development leave program with adequate funding in the Department of Health whereby educational leaves and monetary grants are provided for a number of employees annually, contingent upon commitment to return to the agency. Work-study graduate education programs should also be established in the University. Similar leave programs should be explored with the private sector under the supervision of the Department of Health.

Training Needs in the Health Field

Problem: The Health field poses a number of training needs to meet shortages, upgrade present employees, and to respond to changing conditions.

Recommendations: Explore the expanded use of para-professionals to alleviate the workload of physicians and specialists.

Expand training in clerical work, dietary skills, and laboratory and technical fields.

Assure advancement for individuals upgraded by training.

Establish a fund for applicants who enter training for other skills in the health field to be made available to other than the prime wage earner.

Encourage the recruitment of males for the career licensed practical nurse through exposure to opportunities in the career to students.

Fund a program for the training of licensed practical nurses with incentive pay provided for the trainees on a progressive scale increasing at stated intervals toward

the rate of pay in government hospitals for LPN's; the compensation should be 90% of full pay at the end of the third quarter and placement at full salary upon completion of the program and start of work.

Train men who are too old and/or are not interested in the full term apprenticeship programs of the traditional crafts, for hospital maintenance men. Train these men in shorter term training programs as specialized craftsmen for hospital maintenance work which work is normally very expensive to contract out. Such work includes: laundry equipment, boilers, TV and radio repair, electronic equipment and air conditioning. Such a core craft program would provide a new career ladder for hospital employees and provide a multi-hospital team of craft generalists who would be readily available to meet the needs of any member hospital. This should be sponsored by all components in the industry.

Train employees for supervisory positions in departments in hospitals and convalescent homes where their services are needed.

B. TO ENCOURAGE A PROGRAM OF USEFUL RESEARCH INTO THE STATE'S MANPOWER REQUIREMENTS, DEVELOPMENT, AND UTILIZATION

DEPARTMENT OF REGULATORY AGENCIES

Shortages in the Health Field

Problem: Shortages in the health field continue to exist in rural Oahu and the Neighbor Islands which may require special provisions in order that positions may be filled to meet the needs of residents.

Recommendation: Request the Department of Regulatory Agencies to review in cooperation with other affected State agencies the licensing and the residency requirements as they affect many medical specialties; after reviewing, the certification and licensing requirements should reflect credit for in-service training and the needs of the shortage situation. Provisions should be made pursuant to the findings of such a study.

DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Aid to the Returning Veteran

Problem: The U.S. Department of Labor indicates that since 1964, over four million veterans have returned and more than one million annually are expected over the next several years. Most are in the 20-24 age group for whom the labor market is particularly tight. About a fourth of them will resume their education but most will seek full-time permanent work. In FY 1970, 431,300 recently separated veterans filled unemployment insurance claims, up 40% over 1969. With the diminution of national defense spending and activity and the return of local servicemen to the State, special attention should be paid to meet their needs.

Recommendation: Request a Department of Labor and Industrial Relations' survey to determine what the State's returnees are doing. The department should also make special provision to use all appropriate federal funds supplemented by State resources to return the local servicemen to gainful employment, and to make any necessary follow up.

DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Periodic Area Job Skill Surveys

Problem: It is generally acknowledged that an increasingly rapid rate of change will characterize the '70s. This means the State's economy and labor force requirements could undergo great shifts. In order that these changes be fully reflected in vocational counseling and guidance, occupational information on career choices and job opportunities, the vocational education system, the various manpower training programs, and the University professional offerings, it is necessary to carry out periodic statewide job skill surveys.

Recommendation: Request the State Department of Labor and Industrial Relations to conduct the necessary periodic area job skill surveys to service the needs of the economy and the educational programs. This should be done in consultation with the Commission on Manpower and Full Employment.

DEPARTMENT OF PERSONNEL SERVICES

State Personnel

Problem: Little coordination appears to exist between the Department of Personnel Services which handles recruitment and hiring and the other State departments concerning expected manpower needs in the next year. There is no continuing mechanism by which anticipated shortages in professional or other categories can be identified ahead of time so that adequate measures can be initiated before the need arises. This is particularly due to the lack of any systematic reporting procedure and the inability of the D.P.S. to do short range planning under present conditions with limited staffing.

Recommendation: Establish an annual reporting procedure on a fiscal year basis by which each department or agency reports its anticipated need for a given professional or technical category after an examination of its own personnel records (retirement, average percentage of turnover, program changes). Such a report would enable the D.P.S. to gear its recruitment to anticipated openings lessening the possibility that vacancies will remain for extended periods of time. It will enable counseling and training programs to prepare personnel for future vacancies. The Commission should provide supportive and coordinative

services to the D.P.S. and encourage island youth to prepare for these occupations.

Occupational Handbook

Problem: Occupations covered in the National Occupational Handbook do not meet State needs in terms of the range or definition of occupations.

Recommendation: Request the Department of Personnel Services to adapt the format of the National Occupational Handbook to cover current as well as anticipated job opportunities in the State.

DEPARTMENT OF HEALTH
UNIVERSITY OF HAWAII

Health Manpower Research

Problem: There is a lack of reliable data regarding figures on health personnel, their distribution, and vacant and filled positions in the health manpower field. Such data are necessary for sound planning in the health field.

Recommendation: Request the School of Public Health, U.H., in conjunction with the State Comprehensive Health Planning Office of the Department of Health to prepare a health manpower master plan, which should be a systematic study of the whole health manpower field, for submission to the Governor and the Legislature. The Manpower Commission should be kept advised as the study progresses.

LEGISLATURE

Optimum Population Size

Problem: Manpower planning cannot be effective without some guide as to the optimum population size of the State. The U.S. Census reports the 1970 State population to be 768,561. The Department of Planning and Economic Development projects that the population will reach 971,000 by 1985 and 1,209,000 by the year 2000. Since efforts to plan for the State's vocational education, manpower training, job development, and size of labor force are functions of the population size, it would appear appropriate to develop a declaration of principle on an optimu

population size which would preserve Hawaii's unique way of life and natural beauty. Although there are limitations on the State's power to control population growth, a clearly stated policy is needed to guide the State in all decisions which might influence such growth.

Recommendation: Establish a commission with administrative backing and legislative funding to conduct a population study for submission to the next Legislature. The report should contain a declaration of principle and a determination of an optimum population size, growth rate and density in the State based on a retention of the best in our way of life and the means whereby such goals can be realized.

C. TO SUPPORT AND PROMOTE TECHNOLOGICAL CHANGE IN THE INTEREST OF CONTINUED ECONOMIC GROWTH AND IMPROVED WELL-BEING OF OUR PEOPLE.

GOVERNOR

Agricultural Development Plan

Problem: The State Agricultural Development Plan was submitted to the Fifth Legislature during the 1970 session which appropriated funds for a staff to the Agriculture Coordinating Committee to plan for the implementation of the recommendations in the plan. The plan still awaits action.

Recommendation: Stimulate the implementation of recommendations in the plan and expedite the appointment of staff members to carry out the conference findings.

LEGISLATURE

Findings of the Travel Industry Congress

Problem: Because of the importance of the travel industry's continued economic health to the well-being of the State, because of the complex problems which beset the industry, because of the manifold effects of the industry upon all aspects of Island life and because it has been stated that the industry is unable to regulate itself in its own long-range interest, according to the findings of the Commission inquiry, there is a need for the State to take a more positive approach in aiding the travel industry. The Commission deems it advisable that the recommended goals as developed by the Hawaii Travel Industry Congress held January 6-7, 1970 be reaffirmed and translated into action.

Recommendation: Implement the recommendations of the Hawaii Travel Industry Congress by legislative action. In particular, the State should create a specific agency of cabinet status within the Office of the Governor to ensure that State agencies and departments which affect tourism and development effectively implement State policy and protect the public interest in long-range economic health, full employment, high standards of development, wholesome and pleasant environment, good ecological balance, open-space, preservation of natural beauty, recreation facilities, good housing and convenient transportation. This

Agency should be called the Office of Tourist Industry Coordination and should be under the Governor's administrative director. The Legislature should provide the administrative director with authority, staff and facilities adequate to these responsibilities.

Agricultural Research

Problem: The College of Tropical Agriculture at the University of Hawaii provides a base for research efforts which should be adequately funded and staffed. Recent developments indicate that private research efforts such as the Pineapple Research Institute may be curtailed at a time when technical innovation and new cash crop development are essential for Hawaii to compete on the worldwide market. The goal should be for Hawaii to maintain its position as one of the world's leading centers for tropical agriculture research.

Recommendation: Appropriate additional funds for research and increase the staff of the agricultural component of the University's College of Tropical Agriculture. Provide for research on minor crop mechanization.

GENERAL - PUBLIC AND PRIVATE SECTOR

Utilization of Printing Facilities in the State

Problem: For the most part, the printing of local major works is done on the mainland, in Japan, or Hong Kong where the costs are lower. This causes loss of work for Hawaii's labor force and loss of revenue for Hawaii's economy.

Recommendation: Encourage public agencies and the private sector to use local printing facilities wherever possible.

D. TO CONTINUE AND ADOPT MEASURES WHICH WILL FACILITATE OCCUPATIONAL ADJUSTMENT AND GEOGRAPHICAL MOBILITY AND INSURE FULL EMPLOYMENT

AND

E. TO EXPLORE AND EVALUATE VARIOUS METHODS OF SHARING THE COST OF PREVENTING AND ALLEVIATING THE ADVERSE IMPACT OF CHANGE ON DISPLACED WORKERS.

DEPARTMENT OF PERSONNEL SERVICES

Department of Personnel Services Recruitment

Problem: Since Island born people tend to perform well in the Islands, the State would benefit by actively recruiting these skilled people for positions in the State government.

Recommendation: Recruit Island born workers who have relocated on the mainland. The State Department of Personnel Services should be responsible for such recruitment.

DEPARTMENT OF EDUCATION

Counseling and Guidance for Agricultural Employment

Problem: Agriculture's image as a career opportunity is not attractive to many young people who may not be aware of the potential in the industry and the range of occupations available in the field.

Recommendation: Improve the guidance and counseling in public institutions to provide a realistic picture of work opportunities in agriculture, and enhance the image of agriculture in general to attract more young people into the industry.

Seasonal Peak Load Work Force

Problem: Thousands of Island youngsters are available for summer employment at the same time that industry is unable to meet its seasonal peak load work force

requirements, particularly in pineapple harvesting and canning. The industry has turned to attracting workers on the mainland although young people in Hawaii on summer vacations could provide the industry with the necessary work force while receiving, in turn, work experience and income. Many schools are meeting the employment needs of their students by making pineapple industry information available to them but in some localities departmental direction toward this end is not fully implemented.

Recommendation: Encourage the Superintendent of Education to continue to support the recruitment effort in schools prior to the summer vacation to allow industry to reach more interested students and provide useful employment. Student participation would also help local agriculture to remain economically competitive and viable.

COMMUNITY COLLEGE SYSTEM - UNIVERSITY OF HAWAII

Communication between Community College and Private Sector

Problem: In order to facilitate better planning and training, open communication between the Community College and industry should be encouraged. Open communication is especially important in meeting the skill needs of industry.

Recommendation: Improve communication within the Manpower Training and the Vocational-Technical division in the Community College with labor-management committees representing industries such as the hotel industry and the construction industry as well as individual enterprises.

Certification of Skills

Problem: It is desirable to upgrade the standards of performance, skills, level of in-service training, and pride of workmanship in the visitor industry.

Recommendation: Implement a certification of skill program for the travel industry occupations, such as tour drivers, waiters, and other suitable classifications. Certification should be a cooperative effort of schools and training institutes, labor, and management.

DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Circulation of Employment Data

Problem: Many educational institutions and businesses are ignorant of pertinent manpower news (i.e. training programs, manpower requirements, labor forecasts, etc.). Keeping these selected institutions and businesses up to date is essential to good planning, coordination, and cooperation.

Recommendation: Expand the Department of Labor and Industrial Relations' mailing to keep selected educational institutions and businesses informed in these areas of interest.

DEPARTMENT OF PERSONNEL SERVICES, DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS AND LEGISLATURE

Public Service Employment

Problem: A growing national recognition and acceptance of public service employment to meet unmet community service needs and rising unemployment has been evidenced by recent Congressional debate and action. Although the comprehensive manpower bill was vetoed, it would appear that the State should be prepared for eventual national legislation by generating public service positions at minimum entry scale and providing on-the-job training. These positions could be regular civil service jobs supported by the State or the federal government as funds are made available. Procedures should be developed whereby positions can be filled immediately as funding develops and present processing methods of the Departments of Budget and Finance and Personnel Services should be streamlined in advance to meet the need. Further, the State should independently develop its own interim state public service employment while awaiting federal developments.

Recommendation: Initiate planning through the Department of Personnel Services, in consultation with the Commission on Manpower and Full Employment, for a bank of useful and needed positions which could be made available to unemployed persons in public service. These positions should be available in all State departments and be filled immediately upon approval of State and federal funds. The only prior qualification for public service job placement should be unemployment or under-employment and availability for work, and adequate skill training should be provided those

placed in such jobs. Act 251 would be a suitable vehicle to create useful public service positions to promote employment opportunities for residents of the State.

LEGISLATURE

University Office of Placement and Career Planning

Problem: Since 1962, the University Office of Placement and Career Planning has provided students, alumni, and employers with placement services; however, it appears that the present staff of three employees (two professionals, one clerical) and the physical facilities are no longer sufficient to serve the total requirements of an expanding student and alumni population. With a daytime enrollment of 21,000 at the University, the workload carried by the office is extraordinarily heavy in comparison with the University of California (Berkeley), where the Student and Alumni Placement Center employs a staff of 24 (17 professionals, 7 clericals) supplemented by 7 full-time temporary employees for a student body of 27,500. Since the source of most of the State's educated labor force is the University and the Community College System, it would be highly desirable if adequate services could be provided to all campuses and resources be available to the office to conduct research to follow up on graduates and their vocational progress.

Recommendation: Appropriate additional funds for staff and expansion of facilities and services to the University of Hawaii's Office of Placement and Career Planning.

Employment of 18-Year Olds

Problem: Restricting the employment of 18-year olds in hotels serving alcoholic beverages is discriminatory. Under the present law, special provisions must be made for 18-year olds before they are able to accept employment in such establishments. The hotel industry is not able to fully utilize this segment of the labor force and may be losing the manpower in this age group permanently as many youngsters choose their occupations at age 18.

Recommendation: Sponsor legislation to eliminate certain restrictions and to empower the Department of Labor to conduct a study and establish suitable rules for the employment of 18 and 19-year olds in establishments serving alcoholic beverages.

State Child Development Preschool System

Problem: In March 1968, there were over 11 million working mothers, 4 million of whom had children under the age of six. The figures indicate a need for supervised day care centers. In Hawaii, over 40 percent of all mothers of children under 18 are working or seeking employment, the highest percentage of any state in the country. Modern child development care is a prime problem if the local labor force is to be expanded since somen who seek work must first find adequate child care facilities. The problem of the development of preschool children raises many questions concerning: the type of preschool staff, physical facilities, operation by private or public sectors, fee structure level of service, collective bargaining as it affects centers, the extent of federal government involvement, and the quality of experience that the child is subjected to in a center. The knowledge that the early years are keys to the development of the intelligence and to the life-long learning habits is a relatively new educational research finding and increases the urgency for emphasizing the need of a State preschool child development center system.

Recommendation: Establish a community task force with interdepartmental and interdisciplinary representation with adequate funding to develop a preschool plan for submission to the Legislature. This task force should be developed under the leadership of the D.O.E., with advice from the Manpower Commission. There should be designed a comprehensive plan with guidelines, funding suggestions and an implementation timetable.

Child Development Day Care Center

Problem: Labor turnover and absenteeism of women employees are two of the main problems encountered in the health field. Much of the problem may be alleviated if child development day care centers were established in hospitals.

Recommendation: Apply funds available under Act 251 for a pilot program to be initiated by a hospital for the establishment of a child development day care center. Funds from the federal government should also be solicited.

PRIVATE SECTOR

Career Ladder Program

Problem: The shortage of skilled labor is a problem common to many industries. Some lose the personnel they have trained to other industries where they are offered better positions, thus losing the company's investment in training the individual. In order to retain and attract the upward mobile individual, industries should consider initiating an industry career ladder.

Recommendation: Encourage the tourist industry to implement a career ladder program providing for upward mobility from low level job-entry positions to middle and upper management positions. Encourage on-the-job training to promote upward mobility.

Providing Amenities to Employees

Problem: The tourist industry on the Neighbor Islands is experiencing difficulties in recruiting manpower due to barriers such as the lack of housing and child care facilities.

Recommendation: Provide employee housing, nursery school care and the other amenities that would then attract to it a maximum resort work force. Developers of Neighbor Island resorts should be encouraged to plan for such facilities.

GENERAL

Employing the Chronic Unemployed

Problem: A common reason why the disadvantaged and chronic unemployed have a difficult time securing jobs is lack of training and education. Because the economy is declining, the hard-core will face additional problems in being placed in jobs. They are generally among the last to be hired and among the first to be terminated. As more applicants possessing greater skills compete for work, the disadvantaged find it much more difficult to obtain meaningful employment. Honolulu NAB has done an outstanding job in preparing the chronic unemployed for jobs. Despite their achievements, the JOB's training funds have been slashed to approximately one-fourth of the previous year's.

Recommendation: Encourage private employers to reduce hiring standard obstacles and explore a relaxed, more realistic

task oriented hiring standard in order that more chronic unemployed qualify for employment. The National Alliance of Businessmen should be encouraged to jointly sponsor with the Manpower Commission an institute for this purpose.

F. TO DEVELOP RECOMMENDATIONS TO THE ADMINISTRATION, THE LEGISLATURE AND COMMUNITY ORGANIZATIONS FOR IMPROVING SERVICES TO THE IMMIGRANTS.

The following recommendations are based on problems identified by the State Immigration Service Center. It is hoped that some solutions may be provided to alleviate the conditions of the newcomers to our State.

DEPARTMENT OF EDUCATION

Employment of Bilingual Teacher Aides

Problem: The influx of immigrant families to Hawaii has created a serious language problem in schools with a large enrollment of immigrant children. The Department of Education has instituted innovative programs such as Teaching English as Second Language and English Language and Cultural Orientation with some degree of success. However, the initial problem of communication still persists because teachers do not speak the language and have difficulty understanding the culture of the immigrant child.

Recommendations: Request the Department of Education to give a higher priority in creating teacher aide positions for day schools in areas with high concentrations of immigrants and in hiring aides with language facility and knowledge of the cultural background of the immigrant child in order to improve communication and understanding.

It is also recommended that the Department of Education institute an orientation program for teachers to aid them in understanding the culture and behavior patterns of immigrant children.

It is further recommended that the Department of Education's Adult Education program explore new approaches to the changing needs of the adult immigrants.

DEPARTMENT OF HEALTH

Mobile Health Clinic for Immigrants

Problem: Most immigrant families cannot afford private health

care and would rather postpone visiting a physician until it becomes very necessary. Many major types of illnesses could be prevented by earlier intervention.

Recommendation: Request the Department of Health to extend a mobile health clinic service to areas of known high concentration of immigrant families. It is further recommended that health personnel with language facility and knowledge to understand and communicate with the immigrants should be utilized to man these services and to provide the necessary outreach support.

FEDERAL GOVERNMENT AND HAWAII CONGRESSIONAL DELEGATION

Public Health Safety

Problem: A high incidence of communicable diseases was recently discovered among the newly arrived immigrants. Discovery of communicable disease constitutes a sufficient ground for deportation. The fear of being deported undoubtedly discourages voluntary submission for physical examination and therefore endangers public health.

Recommendations: Request the U.S. consulates in countries sending immigrants to institute a better health screening before granting visas.

Request the U.S. Public Health Service in Honolulu to institute a health examination of random sampling of immigrants upon arrival with the idea of isolating cases with communicable disease for treatment.

Request the federal government through the State's Congressional Delegation for assistance in providing services to facilitate adjustment and acculturation of immigrants admitted to Hawaii.

LEGISLATURE

Easing of Artificial Barriers to Employment

Problem: U.S. citizenship is a requirement for licensing application to practice many professions in Hawaii. An immigrant has to fulfill a five-year residency to be eligible to apply for U.S. citizenship or a three-year residency if the spouse is a U.S. citizen. It appears

to be a waste of talent to wait for five years before one can apply to take the examination, especially when there is a manpower shortage in selected areas.

Recommendation: Request the Legislative Reference Bureau, in consultation with Manpower Commission, to make a comprehensive study of Hawaii's regulatory laws and suggest changes in line with U. S. Immigration Laws thus allowing maximum participation of immigrants in the State's work force.

GENERAL - PUBLIC AND PRIVATE SECTOR
COMMISSION ON MANPOWER AND FULL EMPLOYMENT

Examination of Job Entry Requirements

Problem: Many job openings require specialized experience not directly related to actual performance and which for immigrants was not as accessible in the country of origin. This practice makes it much harder for an immigrant to find employment related to his training.

Recommendation: Endorse and support the policy of the National Alliance of Businessmen on hiring first and then training; encourage acceptance of such policy among employers. It is further recommended that employers in cooperation with labor and professional groups examine job descriptions, standards and entry qualifications with the idea of providing necessary accommodations to maximize the potential of immigrants and other unemployed groups.

UNIVERSITY OF HAWAII

Selected Occupational Training for Immigrants

Problem: Many immigrants with previous professional training are under-employed because of the difference in standards required in Hawaii. With intensive training in selected occupations, many of these immigrants can become productive.

Recommendation: Request the University of Hawaii system to provide short term training courses in selected occupations to maximize the potential of the immigrant and to aid in certifying qualified trainees for employment.

A. GENERAL ECONOMIC ANALYSIS

Economic Outlook

While the nationally prevalent inflation and economic sluggishness have had their impact on the State's economy and manpower, the impact has been lessened by the traditional stability provided by defense spending and sugar and pineapple earnings. Rising price levels will continue as a statewide problem in 1971, although there are recent indications that inflationary pressures are diminishing. Hawaii's consumer price index advanced approximately 5.6 percent in 1970, while the wholesale price index was up 3.2 percent.

As of January, 1970, the State's economy showed continuing strength although a moderation in growth rates had become apparent in some major sectors. Toward the end of the year, signs of the economy's softening were becoming evident in three of Hawaii's most vital sectors, contract construction, the visitor industry, and federal employment. The rate of labor force growth during 1970 did slow and was estimated at 3.4 percent (down from 6.3 in 1969). Current data suggest that the State's growing economy is in a consolidating phase, digesting the rapid gains made in the 1960's. The general economic outlook is for a continued lessening in the rate of growth for the State in 1971 and a consequent rising rate of unemployment.

Labor Force Outlook

The degree of employment being a function of the health of the economy, it is good to note that Hawaii's rate of unemployment remains significantly below the mainland rates of 6.0 percent (in December 1970).

Employment has shown a definite decline in some areas of activity (construction, travel industry, and federal government) although total 1970 employment remains ahead of last year. Hawaii's unemployment rate is rising and pushed past 4.2 percent in November, 1970, as compared to a 2.7 percent rate for 1969.

CURRENT STATE AND COUNTY EMPLOYMENT*

	Oct. 1970	Oct. 1969
STATE		
Labor Force	343,000	327,220
Employment	329,250	318,710
Unemployment	13,750	9,080
Unemployment Rate	4.0	2.8
HONOLULU COUNTY		
Labor Force	279,300	265,060
Employment	268,250	258,060
Unemployment Rate	11,100	7,000
Unemployment Rate	4.0	2.6
MAUI COUNTY		
Labor Force	20,650	20,400
Employment	19,650	19,340
Unemployment	1,000	1,060
Unemployment Rate	5.1	5.2
HAWAII COUNTY		
Labor Force	29,800	28,610
Employment	28,800	27,940
Unemployment	1,000	670
Unemployment Rate	3.4	2.3
KAUAI COUNTY		
Labor Force	13,200	13,150
Employment	12,600	12,800
Unemployment	600	350
Unemployment Rate	4.7	2.6

*Data based upon the December, 1970 issue of "Economic Indicators" prepared by the First Hawaiian Bank.

Hawaii's economy depends, to a considerable extent, on federal government spending and employment in the State. This is the State's leading economic activity. If, as has been announced in 1970, there is a reduction of up to 500 civilian defense workers, it could mean a loss of as much as 5 to 7 million dollars to the economy of the State and from 450 to 600 thousand dollars in State tax revenues. The announced federal government layoffs will further accentuate the State's unemployment and lack of jobs thus figures to become a critical problem.

Rising Unemployment

A rising unemployment rate may well be the salient challenge facing Hawaii's economy in 1971. Unemployment could rise to moderately higher levels (4.5 to 4.8 percent, about 23,000 persons) due to continuing cutbacks by the federal government and defense-related industries and continued layoffs in construction and visitor-related businesses. Contributing to the higher levels of joblessness will be in-migrant jobseekers (both mainlanders and American Nationals from Samoa) and initially entering jobseekers (youth, including recent graduates). A third significant group of jobseekers will be veterans recently discharged from active military service. The Department of Labor's Employment Service Division estimates that the number of recently discharged veterans will increase 40 percent in 1971 over the number in 1970.

Outlook by Industry

Government (See Appendix A, page 94). Increasingly, Hawaii's State and local governments are assuming a more dominant role in Island development. Employment by State and County governments totalled 41,100 in October, 1970 - up 13.4 percent from 1969. Contrariwise, combined federal government employment declined close to 5 percent in 1970 and by November employed 32,950. The outlook is for further declines in 1971, as federal defense agencies have announced future labor force cuts. The combined number of civilian workers employed by all branches of the armed forces in the Islands has declined steadily

by almost 2,000 from a peak of 23,780 in the third quarter of 1969 to 21,880 in the third quarter of 1970 - the lowest level since the final quarter of 1966. These federal employment cuts are especially felt by the economy as a recent study dramatically showed.* It is estimated that civilian defense employment accounts for more than 11 percent of total employment and about 14 percent of Hawaii's total wages and salaries. It has been pointed out that civilian defense workers' wages are 20 percent higher than the average wage in the State. Because of the nature of federal employment it should be pointed out that a reduction of $100 in civilian defense payroll involves a loss of $132 in State income, whereas a similar $100 reduction in visitor expenditures because of a smaller multiplier effect means only a loss to the State of $73. And because the source of the federal payroll is national rather than local, any loss from this source cannot be made up by increasing State employment which by its nature does not bring additional new monies into the State, but rather tends to increase the tax burden.

Visitor Industry (See Appendix A, page 76). Visitor arrivals, while showing signs of slowing in the rate of growth, nevertheless posted another record during 1970. Visitors to Hawaii totalled an estimated 1.6 million in the past year. However, the length of stay of the average visitor has dropped significantly and overall tourist expenditures actually declined in 1970. Hotel occupancy rates dropped to a nine-year low of 74.2 percent for Oahu's larger beach-front hotels in November, 1970. Employment in tourist-related industries showed declines in 1970 and the outlook for 1971 shows that unemployment will continue to be a major problem.

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* "The Impact of Cutbacks in Defense Expenditures on the Economy of Hawaii." Department of Planning and Economic Development, May 1, 1970. Research Report #70-2.

The recessionary climate on the mainland dampened overall visitor activity in the State. For Honolulu County, hotel employment in 1970 was down approximately 1.1 percent from 1969. The hotel strike and lockout, which affected over 1,700 neighbor island employees, made the neighbor island situation even worse. High unemployment rates for the tourist industry are anticipated for 1971.

Agriculture (See Appendix A, page 81). The dollar value of agricultural production in 1970 rose by 7 percent ($213 million) above the 1969 total. Sugar cane production totalled $110 million in 1970 - up 4.8 percent from 1969. Sales of canned pineapple amounted to $135 million, as compared to $125 million in 1969. The increased agricultural value of sugar cane and pineapple is attributed to higher prices, as total production levels registered slight declines. Most other categories of agriculture also registered increases in sales in 1970, but only limited gains in the volume of production for the year compared to 1969. Agriculture's relative position in the State's economy will continue to diminish through the early 1970s.

Work opportunities in sugar and pineapple again registered declines in 1970, a reflection of the State's long-run trend away from agriculture. Employment in diversified agriculture showed a modest rise of around 6 percent in 1970. Overall agricultural employment is projected to register another decline in 1971, as automation and conversion of agriculture land to urban use will further reduce Hawaii's farm acreage.

Construction Industry (See Appendix A, page 91). A moderation in the volume of private building activity and a high unemployment rate represent a consensus 1971 outlook for Hawaii's construction industry. Even though 1970 registered a record total of $775 million of construction put-in-place, permits for the building of multi-story structures began to decline throughout the second half of the year. The 1970 labor force in construction was 22,600, up 4,000 in the last two years. As the level of building activity tapered during the third and fourth quarters of 1970, private contractors reduced their labor

forces by over 2,000 workers. Further layoffs are anticipated for 1971 and unemployment in the construction industry could total over 10 percent of the work force. Some industry sources are even speaking of a 15-20 percent drop.

Manufacturing (See Appendix A, page 87). Total sales by diversified manufacturing concerns grew approximately 5.5 percent in 1970 and for the first time its money earnings overtook combined sugar and pineapple sales. A slowing in the present growth rate for sales volume and employment is anticipated for 1971.

Employment in the manufacturing industry has increased moderately in 1970 - up 2.4 percent from 1969. The number of jobs in this area is forecasted to stabilize in 1971. Unemployment should rise slightly, at least for the first half of 1971.

Transportation, Communication, and Public Utilities (See Appendix A, pages 89 and 96). While these industries experienced a moderate expansion (9 percent growth) in 1970 and are expected to show continued growth in 1971, employment gains were minimal. Employment by the airline industry is down approximately 2 percent in 1970, even though additional airlines were granted air rights to Hawaii. The number of people employed by the communication industry totalled 7,300 in October, 1970 - up over 10 percent from 1969. Public utility employment showed a moderate 4 percent rise in 1970. Unemployment is not likely to be a serious problem for these industries in 1971, with the exception of the airline industry.

Trade (See Appendix A, page 87). Retail sales in 1970 are estimated at close to $2 billion - an increase of 15 percent over 1969. Expansion in sales has been accompanied by increasing employment in retail establishments. Presently, retailing employs close to 53,000 Hawaii residents, the largest segment of employment in the State and an increase of 9 percent over 1969. The projection for 1971 is for continued growth in this area.

CURRENT STATEWIDE EMPLOYMENT BY INDUSTRY GROUPS*

(Period: October 1970)

	Industry Group	No. Employed	% Change from Oct. 1969
1.	Sugar (mill and field)	10,950	-2.7
2.	Pineapple (cannery and field)	4,950	-11.6
3.	Diversified Manufacturing (excluding sugar and pineapple)	15,150	1.0
	Durable Goods	4,500	-5.3
	Non-Durable Goods	10,650	3.9
	Apparel and Textiles	3,000	1.7
4.	Diversified Agricultural (excluding sugar and pineapple, but including agricultural self-employed)	7,500	6.4
5.	Federal Government	32,950	-4.8
	Civilian Agencies	11,550	17.6
	Defense Department	21,400	-8.2
6.	State and County Government	41,100	13.4
7.	Construction and Mining	22,550	-3.0
8.	Transportation	14,350	-1.4
9.	Communication	7,300	14.1
10.	Other Public Utilities	2,450	4.3
11.	Retail Trade	53,000	9.1
12.	Wholesale Trade	15,350	1.7
13.	Finance, Insurance and Real Estate	18,350	4.6
14.	Hotel Services	12,300	-10.5
	Honolulu County	9,150	-1.1
	Maui County	1,150	-17.9
	Hawaii County	1,350	-34.1
	Kauai County	600	-42.9
15.	Other Services	42,950	4.2
16.	Domestic and Self-Employed	26,350	0.6

*Data presented in the December, 1970 issue of "Economic Indicators" prepared by the First Hawaiian Bank.

STATE OF HAWAII: EMPLOYMENT BY SECTOR

Preliminary Forecasts for 1970-1972*

Sector	1960	1968	1969	PROJECTIONS 1970	1971	1972
Sugar Empt.	14,633	11,700	11,100	10,300	9,700	9,500
Pineapple Empt.	10,396	8,410	8,900	8,600	8,300	8,200
Hotel Empt.	4,235	10,734	12,550	13,500	14,600	15,800
Garment Empt.	2,379	2,760	2,992	3,200	3,300	3,600
Recreation Empt.	2,925	3,959	4,120	4,300	4,500	4,900
Construction Empt.	17,470	19,071	22,600	23,800	23,100	23,100
Construction Materials Empt.	2,355	2,612	3,002	3,200	3,400	3,600
Diversified Manuf. Empt.	7,416	8,636	9,109	9,700	10,200	10,700
Retail Empt.	30,999	45,130	49,111	51,000	52,900	55,300
Wholesale-Trucking Empt.	13,047	16,820	17,[illegible]51	18,800	19,700	20,600
Finance Empt.	8,458	14,268	16,188	18,200	19,600	20,800
Transportation Empt.	7,614	10,325	11,042	11,900	12,700	13,500
Communication-Util. Emp.	4,641	7,722	8,480	9,300	9,800	10,400
Service Empt.	18,185	31,843	34,466	36,900	38,900	41,200
Unclassified Empt.	7,067	1,620	1,500	1,700	1,700	1,700
Government Civilian Empt.	49,510	69,230	71,130	73,200	75,700	78,600
Farm Employment	6,790	6,230	6,010	6,000	5,900	5,900
Non-agr. Self-employed	19,930	25,500	26,110	26,800	27,700	28,700
Total Employment	228,050	296,570	316,371	330,400	341,700	356,000
Total Labor Force	235,140	305,480	325,100	340,000	356,000	369,900
Unempt. Rate	3.0%	2.9%	2.7%	3.8%	4.2%	3.9%

Source: "Employment and Payrolls in Hawaii - 1960, 1968, and 1969"

Note: Employment sectors were aggregated according L. Chau's definition in his Econometric Model (ERC June 1970) and therefore the figures may not be strictly comparable with those published by the Department of Labor, or other State Agencies.

(It should be noted that the 1971 Employment Projections are more optimistic than recent employer projections -- particularly note Construction, Government, and Hotel Employment.)

*Prepared by Department of Planning & Economic Development, January, 1971.

Finance, Insurance, and Real Estate (See Appendix A, page A-6). Employment increased moderately in 1970 - up approximately 4.6 percent from 1969. The present rate of growth should continue for 1971.

Services Total service employment, excluding tourist-related employment, showed a moderate increase of 4.2 percent in 1970. Employment in services should expand more rapidly in 1971.

Seasonal Employment Patterns, Wage Development and Other Special Characteristics

Honolulu area and the neighbor islands have essentially two main seasonal employment periods - during the summer when temporary field and cannery workers are hired in the pineapple industry and during November and December when additional sales staff is needed for the Christmas holiday business in the retail stores. There are also brief seasonal employment changes in the sugar industry, in garment manufacturing, in the post office and in the hotel industry. The sugar non-seasonal employment period is from about November to January when field workers are shifted into the mill for annual overhaul chores. The garment manufacturers employ more workers from October through December when Christmas orders demand an expanded work force and a longer work week. For the handling of Christmas mail, the post office hires part-time workers during November and December. Extra help is employed in the hotel industry during the summer and Christmas holidays when more visitors flock to Honolulu for vacations.

Labor Force Developments and Problems for 1971

It is anticipated that the State rate of unemployment, following national trends but hopefully lagging behind, will trend upward during 1971. Prior estimates have tended to underestimate the speed of events and the extent of the problem. In October, 1970, a leading bank economist stated "I think 1971 will see . . . our unemployment rate slightly above the 3½ percent rate that we will register

for 1970". In November the State Labor Department's annual Manpower Projects issued for 1971 stated that "Unemployment will rise to moderate levels (3.0 to 3.1 percent) . . .". By November, however, partially because of the hotel strike and lockout, unemployment rose to a high of 4.2 percent of the statewide labor force, in spite of the offsetting large scale hiring by retail stores for the Christmas season and the adding of a thousand workers to the State government. In January in a preliminary estimate, DPED more realistically forecast a 4.2 percent State unemployment rate for 1971.*

At this writing (January, 1971), it seems likely that the relatively mild mainland recession is not abating, and it will continue to adversely affect Hawaii's economy. Guided by the industry-by-industry forecasts given by various leaders at the December, 1970, Manpower Commission Inquiries, the Commission estimates that a moderately high level of 4.5 to 4.8 percent rate of unemployment can be anticipated in the State. This could mean perhaps as many as 23,000 unemployed.

It should be borne in mind that average rates of unemployment tend to mask far severer problem rates. For example, the October national rate of 5.6 percent unemployed revealed rates for adult men (4.1 percent), adult women (5.1 percent, teenagers (17.1 percent), factory operators (8.5 percent), non-farm laborers (10.7 percent) and non-white teenagers a shocking 31.9 percent.

These statistics indicate that the problem of rising unemployment affects those socio-economic groups that can ill afford this setback. In Hawaii in November, 1970, there were 14,690 registered unemployed. This number includes various socio-economic groups. Rising joblessness in tourist-related industries has most heavily affected low-skilled young people, many of whom are residents of

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* See footnote page 5.

Hawaii's more depressed neighborhoods. Women, who have been working to supplement a meager family income, have experienced unemployment in the food processing and visitor industries. Construction industry layoffs occurred typically to the low and semi-skilled, disadvantaged workers who have only recently begun to enjoy economic independence.

During the same general period, welfare roll increases have accelerated. From June 1969 to June 1970, Hawaii's welfare rolls increased by 25.5 percent. The number of welfare recipients increased from 33,125 to 41,565.* The principal factors influencing this increase were: (1) rising unemployment, (2) recent court rulings and administrative decisions loosening welfare eligibility requirements, and (3) a new willingness among the poor to apply for welfare following publicity campaigns by antipoverty agencies describing relief as a right and not a mark of discredit. The number of welfare recipients promises to increase even further in 1971 as unemployment rises and unemployment compensation benefits are exhausted.

The Department of Social Services and Housing estimated that of the 25 percent increase in family assistance approximately 20 percent of these were non-local, evenly divided between recently arrived Samoans and mainlanders. The mainlanders tend to be yound and unskilled. Thirty percent of all new intakes were totally destitute and received emergency funding. Community sources estimate that there are 12,000 Samoans in Hawaii of whom about 4,000 are on welfare. That would mean that while they are but 2 percent of the population, they are 10 percent of the welfare rolls.

Because of the distortions caused to the economy by the continued national inflation, the DSS also reported a growing number of welfare supplemented working poor. Similarly, from February 1970 to November 1970, there has been a 145 percent increase in the use of federal food stamps. There are now 10,000 families in the State using such stamps. This supplements their food budget by about $260,000 a month. There is now an 8-week wait for food stamp applicants, the limited staff being unable to cope with the flow. Part of this increase in food stamps is due to increased benefits granted by the

* See survey results of tax effects of people getting off of welfare (bottom of page 87).

federal government effective in Hawaii in March and also to an intensive recruitment program.

At this point, it is useful to sum up the impact on the poor of inflation on one hand and of national anti-inflationary policies on the other. It is clear that the current anti-inflationary policies fall very heavily on the poor in the form of lessened work opportunities and deepening unemployment. The former tight labor market that Hawaii enjoyed was central to the effectiveness of public and private training and employment programs. Rising unemployment threatens to wipe out all gains from such training programs.

The recently vetoed National Manpower Bill would have made it possible for states and cities to offer badly needed services - for example, in nursing homes, day care centers, hospitals and schools, libraries, police and fire departments. Public improvements would also have been aided such as parks, roads, urban renewal and pollution control. It would have also guaranteed for the first time, a fair share in manpower programs for migrants, older persons and those who do not speak English as their first language.

Now the State must attempt to formulate a limited program from its own resources amid the national uncertainty over manpower programs. It will be necessary to turn back the hopelessness of many of the 23,000 who may be on the State unemployed rolls in 1971, and the over 42,000 who will be on welfare.

It is the State policy to keep Hawaii's work force as fully employed as possible despite national unemployment rates of almost 6 percent. It is a policy to lower the unemployment rate despite current mainland trends. Current State unemployment of 4.2 * percent is beyond the point of social acceptability and there is a danger that it will go even higher unless the State takes

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* For December, 1970, as released by the Department of Labor and Industrial Relations January 26, 1971.

further action to promote employment opportunities. The State by policy, with the Commission on Manpower and Full Employment advising, is committed to full employment.

As the Governor stated in June of 1970: "Here in Hawaii, we have taken certain steps moving toward the concept of assuring every family of a minimum income . . . It has been my view, and continues to be so, that we should now consider moving even further in this direction; that we should establish a reasonable standard as a minimum family income in Hawaii and that we should institute a system of guaranteeing this income through our taxing powers.

"This can be achieved without eliminating the incentive factor and without becoming what some fear and describe as a 'welfare state'.

"This can be done so that the necessary dignity of each individual citizen can be preserved - a dignity that sometimes becomes crushed in the welfare system of doles and direct financial assistance, of public housing and of humiliating and too often frustrating government red tape."*

One approach to this is Public Service Employment. The possibilities of enlarging this should be examined through a three-fold program:

1. Fill all possible current State and County vacancies through New Career type of appointments.

2. Create new jobs with the State or counties acting as the employer of last resort to meet existing need for State services', such as environmental

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* Address by Governor John A. Burns, Lanai High School Commencement Exercises, Lanai City, Lanai, June 6, 1970.

control, restoration of historic sites, etc. This could be done through substantially increasing the budget under Act 251 until such time as the private sector takes up the slack and/or funding is provided through federal sources.

3. Increase employment through the CIP giving priorities to those projects which can absorb the greatest amount of manpower.

B. CURRENT INVENTORY OF MANPOWER PROGRAMS (FY-71)

The following tables present a concise summarization of manpower programs for the State of Hawaii in FY-71. For each manpower program, the following information is indicated: sources and amounts of funds, target groups (populations) served, types of services offered or provided, and geographical scope of the program.

Federal and State guidelines specify that manpower programs and agencies direct their efforts to those segments of the State's population that most critically need manpower services. In the State FY-71 manpower plan prepared by CAMPS for federal submission, the population of the State needing manpower assistance was subdivided into smaller segments, which were called priority target groups. These target groups are marked by differences in personal characteristics, income brackets, age levels and special employment or manpower problems. The major target groups are listed and described below:

1. Unemployed Disadvantaged/Poor Youth. Unemployed. Yearly income below State's poverty guideline.* Racial minority. Under the age of 22.

2. Unemployed Disadvantaged/Poor Adult. Unemployed. Yearly income below State's poverty guideline. Racial minority. Between the ages of 22 and 44.

3. Unemployed Disadvantaged/Poor Older Worker. Unemployed. Yearly income below State's poverty guideline. Over the age of 44.

4. Unemployed Non-Disadvantaged Youth. Unemployed or underutilized. Yearly income above State's poverty guideline. Under the age of 22.

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* The State's poverty guideline is 15 percent higher than the national guideline and varies with family size. Detailed information is available at the Commission office on guidelines as well as specific programs included in the tables.

5. Unemployed Non-Disadvantaged Adult. Unemployed or underutilized. Yearly income above State's poverty guideline. Between the ages of 22 and 24.

6. Unemployed Non-Disadvantaged Older Worker. Unemployed or underutilized. Yearly income above State's poverty guideline. Over the age of 44.

7. In-School Youth in Need of Manpower Services.

Manpower training programs currently afford special priority to the unemployed disadvantaged/poor groups. Also, the veteran is provided top priority for enrollment into manpower programs.

STATE OF HAWAII
FY 71 MANPOWER PROGRAM INVENTORY

(1) Name of Program	(2) Source and Amount of Funds	(3) Target Groups Served	(4) Persons Served	(5) Services Offered	(6) Geographic Scope of Program
Manpower Development and Training Act - Institutional, Skill Training	$845,659 (federal) 45,648 (State)	Disadvantaged/ poor & nondis-advantaged youth, adult and older worker.	600	Skill training for clerical, mechanical trades, food preparation, warehouse checker and other occupations.	Statewide
Manpower Development and Training Act - Institutional, Other Training	$162,789 (federal) 8,961 (State)	Disadvantaged/ poor & nondis-advantaged youth, adult and older worker.	225	Employment orientation.	Statewide
Manpower Development and Training Act - On-the-Job Training	$ 92,000 (federal) INA (other)	Disadvantaged/ poor & nondis-advantaged youth and adult.	110	On-the-job training in various occupations.	Statewide
Job Opportunities in the Business Sector Program (NAB-JOBS) (Basic Contract)	$1,034,963 (federal) INA (other)	Disadvantaged/ poor youth and adult.	411	On-the-job training and supportive services.	Statewide
Job Opportunities in the Business Sector Program (NAB-JOBS) (Non-Contract)	INA	Disadvantaged/ poor youth and adult.	60	On-the-job training by employer on a voluntary basis.	Statewide

STATE OF HAWAII
FY 71 MANPOWER PROGRAM INVENTORY

(1) Name of Program	(2) Source and Amount of Funds	(3) Target Groups Served	(4) Persons Served	(5) Services Offered	(6) Geographic Scope of Program
Neighborhood Youth Corps Program In-School (DOE)	$177,200 (federal) 19,690 (State)	In-School Youth.	254	Work experience and counseling.	Statewide
Neighborhood Youth Corps Program Summer (DOE)	$267,220 (federal) 29,691 (State)	In-School Youth.	705	Work experience and counseling.	Statewide
Neighborhood Youth Corps Program Summer (C&C of Honolulu)	$163,780 (federal) 23,000 (State)	In-School Youth.	425	Work experience and counseling.	Honolulu County
Neighborhood Youth Corps Program Out-School	$285,230 (federal) 50,615 (State)	Disadvantaged/ poor youth.	137	Orientation, vocational training and work experience.	Statewide
Operation Mainstream	$348,086 (federal) 58,217 (State)	Disadvantaged/ poor adult and older worker.	132	Outreach, counseling, remedial education, job development and follow-up after job placement.	Statewide
Foster Grandparent Program	$ 99,706 (federal) 25,396 (State) 9,946 (other)	Disadvantaged/ poor older worker.	62	Part-time employment, opportunities for older adults to serve mentally retarded children.	Honolulu

STATE OF HAWAII
FY 71 MANPOWER PROGRAM INVENTORY

(1) Name of Program	(2) Source and Amount of Funds	(3) Target Groups Served	(4) Persons Served	(5) Services Offered	(6) Geographic Scope of Program
Work Incentive Program	$386,000 (federal) 96,500 (State)	Disadvantaged/ poor youth, adult and older worker.	620	Counseling, training, job placement, follow-up and supportive services.	Honolulu County
Public Service Career	$148,148 (federal)	Disadvantaged/ poor youth, adult and older worker. Underutilized persons.	65	Training and placement for civil service positions with City and County government.	MNAs (Honolulu County)
Model Cities	IMA	Model Neighborhood Area residents.	5,307	Outreach, intake, vocational assessment, counseling, supportive services, job development & placement, follow-up.	MNAs (Honolulu County)
Comments: Total funds available -- HUD Supplemental: FY 70, $6.64 million FY 71, $6.64 million					
Honolulu Concentrated Employment Program	$1,777,524 (federal) 199,169 (State)	Disadvantaged/ poor youth, adult and older worker.	1,148	Outreach, counseling, work experience and skill training, education and supportive services, job development and placement, follow-up services.	CEP areas (Honolulu County)
Comments: Training Components -- Employment Orientation, Work Experience I and II, New Careers, Skill Training, Basic & Remedial Education.					

STATE OF HAWAII
FY 71 MANPOWER PROGRAM INVENTORY

(1) Name of Program	(2) Source and Amount of Funds	(3) Target Groups Served	(4) Persons Served	(5) Services Offered	(6) Geographic Scope of Program
Employment Service	INA	Disadvantaged/ poor and nondis-advantaged youth, adult and older worker.	48,075	Employment counseling, referral to training and supportive services, job placement.	Statewide
Adult Basic Education	$ 39,645 (federal)	Disadvantaged/ poor and nondis-advantaged adult and older worker.	1,129	Remedial and basic education.	Statewide
Vocational Education - Post Secondary	$1,448,849 (federal) 4,753,237 (State)	Disadvantaged/ poor and nondis-advantaged youth and adult.	10,793	Guidance, counseling, referral and job placement.	Statewide
Vocational Education - Secondary Disadvantaged Program	$295,362 (federal) 87,536 (State)	In-School Disad-vantaged/poor youth.	4,856	Vocational instruction.	Statewide
Vocational Education - Secondary Handicapped Program	$100,000 (federal) 79,921 (State)	In-School Handicapped youth.	498	Vocational instruction.	Statewide

STATE OF HAWAII
FY 71 MANPOWER PROGRAM INVENTORY

(1) Name of Program	(2) Source and Amount of Funds	(3) Target Groups Served	(4) Persons Served	(5) Services Offered	(6) Geographic Scope of Program
Vocational Education - Secondary Regular Student Program	$ 227,674 (federal) 1,165,394 (State)	In-School youth.	18,068	Vocational instruction.	Statewide
Vocational Education - Secondary Adult Program	$ 13,998 (federal) 24,750 (State)	Disadvantaged/ poor and nondis-advantaged adult.	2,868	Vocational instruction. Night school.	Statewide
Vocational Education - Secondary Work Study Program	$ 34,408 (federal) 27,858 (State)	In-School youth.	197	Work experience program.	Statewide
Community Action Agency (Manpower Service)	INA	Disadvantaged/ poor youth, adult and older worker.	30	Outreach. Counseling.	Hawaii & Maui Counties.
Apprenticeship Training (Private Sector)	INA	Nondisadvantaged/ youth and adults.	4,000	Apprenticeship training on-the-job.	Statewide
State Manpower Training (Act 253)	$ 326,437 (State)	Unemployed and underemployed per-sons.	INA	Skill training and supportive services.	Statewide

Comments: Projects are experimental and demonstrative in nature.

STATE OF HAWAII
FY 71 MANPOWER PROGRAM INVENTORY

(1) Name of Program	(2) Source and Amount of Funds	(3) Target Groups Served	(4) Persons Served	(5) Services Offered	(6) Geographic Scope of Program
State Drop-out Program (Work Study Component)	$114,811 (State)	In-School youth.	231	Counseling and tutoring to potential high school dropouts. Paid work experience.	Statewide
Adult Education (CEP)	$ 10,980 (State)	Disadvantaged/ poor youth and adults.	329	Basic secondary instruction.	Statewide
Job Corps	$1,457,209 (Federal)	Disadvantaged/ poor youth.	624	Recruitment and placement. Basic education and vocational training. Job placement and follow-up.	Statevide & other Pacific Areas. (Training limited to Honolulu County)

Comments: Enrollees are provided housing, clothing, medical and dental care.

Grand Total for Manpower Program Funding *	$9,605,646 (Federal)	
	7,147,911 (State)	
	9,946 (other)	
	$16,969,203 (all sources)	

*Represents total funding for all manpower programs listed on the preceding pages. Totals shown are incomplete as some agencies were unable to provide FY 71 funding information.

STATE OF HAWAII

RELATIVE IMPACT OF FY 71 MANPOWER TRAINING PROGRAMS

(UNEMPLOYED PERSONS RECEIVING MANPOWER TRAINING/TOTAL UNEMPLOYED PERSONS)

Geographical Area	Total Number of Individuals Unemployed in FY-71	Number of Unemployed Individuals (unduplicated) Receiving Manpower Training in FY-71	Percentage Receiving Manpower Training to Total Number of Unemployed Individuals
State of Hawaii	65,500	4,250	6.5%
Honolulu County	49,200	3,400	6.9%
Hawaii County	6,900	360	5.2%
Maui County	5,800	302	5.2%
Kauai County	3,600	188	5.2%

Comments. It is estimated that 65,500 different individuals in the State labor force are to be unemployed for at least some part of FY-71. Of this number, approximately 48,100 unemployed persons are to register with the State Employment Service. Employment counseling, referral to training programs and job placements are services provided by the Employment Service.

For FY-71, State manpower training programs (exclusive of DOE vocational educational classes) are to provide vocational and skill training to 6.5 percent (4,250 individuals) of the unemployed group. These estimates are only for unemployed persons in FY-71. The foregoing table can be used as a management tool to evaluate the scope and effectiveness of manpower training programs.

OBJECTIVES

A. STATE GOALS IN MANPOWER PLANNING - STATE GENERAL PLAN

The prime question in all manpower planning activity is: "How can the State's manpower planning and the resulting program help to fulfill the aspirations of its people to achieve a desirable quality of life?"

There are two aims for Hawaii's citizens in the State General Plan that can be taken as major specific manpower goals:*

1. "assurance to all citizens that each individual will be provided with increasing opportunities to enrich his life and the lives of his children according to his own basic desires."

2. "a continuing growth in per capita income over the planning period and continued development of the quality of Hawaii's labor force."

In order to meet these goals and cause them to be mutually compatible, it was recognized that the State must engage in long range, comprehensive manpower planning to ensure full employment. This planning should aid the citizen in the maximum development of his human potential, and should, thereby, optimize the human resource development of the State.

B. LONG RANGE OBJECTIVES - THE DECADE OF THE 70's

As the vehicle to realize the State's manpower goals, the Advisory Commission on Manpower and Full Employment was established. By law it is the responsible body for planning, reviewing and evaluating all State and federal manpower programs and is charged with the preparation and submittal to the Governor of an annual comprehensive manpower plan.

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* Goals for Planning, State of Hawaii General Plan Revision Program, P. 5 (DPED -1969).

As the long-range objective of the Commission during the next decade, comprehensive manpower planning encompasses the following tasks:*

1. Examination of the present and the future economy of the State, the future demand of labor and the expected composition of the labor force.

2. Identification of the kinds of occupational skills that will be needed at all levels including managers and professionals, clerical and sales workers, skilled operators and laborers.

3. Assistance in the planning of the educational training, recruitment and placement programs needed to produce the required labor force at the right time and place.

4. Study of present and future populations of the State, especially the unemployed and underemployed and their job needs.

5. Assistance in the planning of the delivery of manpower services to serve the disadvantaged and the technologically unemployed.

6. Evaluating present manpower delivery systems and making suggestions for improvements.

C. SHORT-RANGE OBJECTIVES - 1971-1975

1. Establish standard statistical procedures and promote their use among State agencies involved in manpower programs to support sound planning.

2. Promote coordination of research conducted by staffs of different departments to prevent duplication of research efforts.

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* See State Manpower Organization, A Research Report Center for Governmental Studies, Washington, D.C., July, 1970.

3. Maintain a current inventory of manpower programs operating in the State and conduct on-going evaluation and review of the programs.

4. Design a conceptual manpower planning model to use as a tool in manpower forecasting.

5. Conduct studies to define the areas of unmet community and human needs toward which application of new technologies and burgeoning social awareness might most effectively be directed.

6. Encourage the implementation of manpower objectives by State and county agencies as reflected in the annual comprehensive manpower plan.

D. IMMEDIATE OBJECTIVES - FY 1970-71

1. Prepare and submit for gubernatorial and legislative review an annual comprehensive manpower plan with recommendations for legislative and administrative action.

2. Conduct public inquiries with citizens, employee groups and with major industry representatives to seek ways to improve government services in meeting manpower needs and problems. Hold conferences, seminars and workshops (technical, manpower planning) as the need arises.

3. Promote the general welfare by:

   a. Conducting studies on subjects relating to manpower needs in the State including problems dealing with the impact of technological change, school dropouts, area skills survey, education and training, and improvement of employment opportunities.

   b. Reviewing and evaluating on a selective basis, State (Act 251 projects), federal (MDTA) manpower programs, the Vocational Rehabilitation program and the W.I.N.S. program, operating during fiscal 1970-1971.

c. Providing, upon request, services for technical assistance in analyzing manpower programs to the Legislature and State and other agencies.

5. Complete a staff organization plan and recruit initial staff to permit effective achievement of Commission objectives.

6. Plan and initiate programs to revitalize county manpower committees and establish beneficial arrangements with them.

E. COMPREHENSIVE MANPOWER PLANNING MODEL - A FUNCTIONAL INTERAGENCY APPROACH

Functional Planning

The long range objective of establishing a comprehensive manpower planning model for the State is one of the central concerns of the Commission and requires a more detailed examination. Comprehensive manpower planning, from the Commission's point of view, involves interdepartmental and interagency functional planning rather than basic program planning. Program planning is recognized as a responsibility of each department and agency, and it is not the Commission's desire to participate in this planning phase. Where each department's or agency's programs relate to manpower, however, it is apparent that there is a need for a mechanism by which these programs, which are functionally related, are coordinated. It is at this level that the Commission hopes to offer its assistance. Functional planning cuts across departmental lines and attempts to relate all manpower programs in the State to maximize their effectiveness, to identify conflicts, to reduce duplication and to facilitate decision-making in a more rational manner. It is in full consonance with the planning-programming-budgeting system adopted by the State administration.

Interagency Committee

The mechanism to achieve coordination of manpower programs is provided by the Interagency Committee established by Act 170, which is composed of the directors of major State departments and agencies involved in manpower programs. The Interagency Committee advises the Commission, maintains liaison with the resources of each department and agency, and coordinates their plans, policies, and actions that bear on comprehensive manpower planning and implementation of programs. Comprehensive manpower planning would then be achieved at the interagency level where State administrators responsible for implementation of programs would meet to identify problems, determine the target populations to be served, establish priorities for services, develop goals, and coordinate manpower and related services programs to meet the State's needs.

The Commission would attempt to play a supportive role in assisting the departments and agencies to examine their own programs and to identify alternatives in achieving objectives, providing complementary services, evaluating performance, and in re-examining objectives for new options and new directions. The Commission staff would provide technical assistance to the Interagency Committee in developing information necessary for plan preparation and to develop methods, standards, policies, procedures, and evaluation devices.

State Comprehensive Manpower Plan

The product of the cooperative efforts of agencies involved in manpower programs and the Commission would be an annual State comprehensive manpower plan which would involve the participation of all State agencies concerned with manpower services and provide for the development and sharing of resources and facilities. The plan would be submitted by the Commission to the Governor and the State Legislature and would provide them with a frame of reference to base administrative decisions and new legislation.

The precedent for a coordinative mechanism for comprehensive manpower planning exists in the present Cooperative Area Manpower Planning System (CAMPS). CAMPS, as it is presently constituted, represents an attempt at interagency coordination of manpower programs and resources on the county, State, and national levels. A comprehensive manpower plan involving federally funded resources is prepared annually to fulfill federal requirements. Although CAMPS presently involves lower level program administrators of State departments and agencies, it has established the principle of coordination in planning and can be easily integrated into the Interagency Committee structure to produce one annual Statewide comprehensive manpower plan. With the basic procedures already provided by CAMPS and through the mechanism of the Interagency Committee, the Commission hopes to produce its first plan for FY 1972.

PROGRAM ACTIVITIES

A. 1970 CHANGES

At the start of the 1970 Regular Session of the Fifth State Legislature, the Joint House-Senate Interim Committee on Labor in its Special Committee Report #4 found that there was a need to broaden the role of the Commission on Manpower and Full Employment in comprehensive manpower planning. It suggested that the Commission's functions be expanded to include overall planning, review and recommending of allocations for funding of the various manpower programs. The report further suggested that in such a comprehensive planning role, the Manpower Commission could provide assistance, liaison, information, innovating suggestions, monitoring, coordination, and evaluation of the various manpower programs operating in the State.

Legislative Action

Under the impetus of these findings, and after further House and Senate hearings, Act 170, Session Laws of Hawaii 1970, passed both chambers and made provisions for:

Annual Governor's Manpower Plan

1. Attaching the Commission to the Office of the Governor and designating it as the responsible body for planning, reviewing and evaluating all State and federal manpower programs and requiring it to prepare an annual statewide manpower plan for the Governor.

2. Consolidating various manpower planning functions by making the Commission

   a. responsible for the Cooperative Area Manpower Planning System (CAMPS) by transferring the CAMPS Secretariat and function to it;

Additional Planning Span

   b. serve as the State Advisory Council on Vocational and Technical Education, by enlarging the membership of the Commission from 11 to not less than 12 members and not more than 18 members, causing its membership to conform to the federal Guideline for Vocational Education Advisory Council Membership.

3. Creating an auxiliary Interagency Committee of State departments and agencies to serve in an advisory capacity to the Commission, and also serve as an interdepartmental liaison and coordinating body for manpower and related services programs.

Interagency Committee

In addition, Act 175, the general appropriation Act of 1970, established an Immigration Service Center under the Commission for administrative purposes.

STATE ADVISORY COMMISSION ON MANPOWER AND FULL EMPLOYMENT

(STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION)

ADMINISTRATION

1. Develops guidelines and establishes staff priorities in manpower planning.

2. Plans, organizes, and coordinates the development of the annual state comprehensive manpower plan.

3. Maintains liaison with Commission members, federal, state and other agencies.

4. Makes recommendations to the Commission for action on manpower policy.

5. Integrates staff functions and provides general direction over activities related to manpower planning.

(Continued on Following Page)

VOCATIONAL & TECHNICAL EDUCATION SECTION

1. Plans, coordinates, and directs annual evaluation of State Plan for vocational education.
2. Participates in long-range State plans and short-range programming for vocational education.
3. Conducts research into the developments and forces which affect State vocational education.
4. Maintains liaison with national, State and local programs which bear upon vocational education.
5. Assists in the preparation of the annual State comprehensive manpower plan.

RESEARCH PROJECTS SECTION

1. Plans, organizes, and conducts special manpower research projects.
2. Develops and prepares proposals and recommmendations concerning manpower needs and solutions to human resource problems.
3. Reviews and evaluates materials, studies and data to determine manpower trends in the State.
4. Provides consultative and technical assistance to the legislature and public and private agencies.
5. Assists in the preparation of the annual State comprehensive manpower plan and provides data for manpower programs planning.

MANPOWER PROGRAMS PLANNING SECTION

1. Prepares the annual State comprehensive manpower plan.
2. Promotes interagency and intergovernmental coordination in the planning of manpower programs.
3. Provides technical assistance and staffing to the Commission, State and Area Manpower Coordinating Committees in: (a) analyzing federal and State legislation, policy, guidelines and manpower data for development of coordinated annual State and area manpower plans; (b) reviewing and evaluating interagency progress in programs implementation towards goals and objectives of a comprehensive manpower plan; (c) resolving problem areas or in identifying issues and options for consideration by the Commission or appropriate Committee.

IMMIGRATION SERVICE CENTER

1. Coordinates public and private efforts in providing services to immigrants and non-English speaking residents.
2. Provides immigrants with information and referral services.
3. Assists agencies in designing immigrant-oriented programs.
4. Acts as liaison for immigration matters and makes recommendations to the Governor, legislature, and community organizations.
5. Compiles data and information concerning immigrants and prepares studies.
6. Assists in the preparation of the annual State comprehensive manpower plan.

October 1, 1970

B. REVIEW OF ACTIVITIES

COMMISSION ON MANPOWER AND FULL EMPLOYMENT (1969-1970)

The period 1969-70 was an eventful one for the Commission on Manpower and Full Employment. In fulfilling both its original purposes and more recently added on responsibilities, the Commission engaged in numerous meetings, public hearings and conferences. During this period, the Commission:

1. Participated in interim session legislative hearings that later led to the passing of Act 170 which expanded the role and responsibilities of the Commission.

2. Provided the documentation so that the federal government revised the State's poverty guidelines 15 percent above national levels in order to make special provisions for Hawaii's higher cost of living, thus enabling thousands more to qualify for government programs.

3. Called together a Governor's Conference on Immigration. From the mandate provided by this Conference and subsequent legislative funding, the Commission established an Immigration Service Center to meet the needs of the new aliens. (See following section).

4. Conducted public inquiries to gather information and make recommendations regarding the manpower situation, both present and future, in the different industries. (Refer to Appendix A).

5. Worked with the Department of Education on the dropout program. The Earn and Learn Summer School Dropout Remediation Program, a cooperative project involving the DOE, the Commission and Libby, McNeill & Libby was implemented.

6. Hosted the Western Regional Manpower meeting in Honolulu. In attendance was the Regional Manpower Administrator and representatives from Nevada, Arizona and California.

7. Participated variously on the Progressive Neighborhood task force, Advisory Committee to the Concentrated Employment Program, Committee for Health Manpower, a series of U. H. sponsored Pre-retirement Education Conferences in Oahu and all the Neighbor Islands and the Conference for the Year 2000.

8. Advised the Department of Labor and Industrial Relations on projects under Act 251, Session Laws of Hawaii, 1969, which established the State Manpower Development and Training Program. This function is performed through a joint committee made up of members of the Department and of the Manpower Planning Committee of the Commission. A summary of projects is contained in the appendix of the annual report. (See Appendix B).

SUMMARIZED REPORT

STATE IMMIGRATION SERVICE CENTER
(July 16 - December 31, 1970)

Background

The Fifth State Legislature through Act 175, Session Laws of Hawaii 1970, appropriated $50,000 for the Commission on Manpower and Full Employment to establish an Immigration Service Center as recommended by the Governor's Conference on Immigration. The Commission on July 16, 1970 appointed a director to plan and implement a program for a Center. The Center opened its doors at the end of September with a staff that presently consists of three full-time positions and one half-time position.

Objectives

The objectives of the Center are as follows:

1. to assist and coordinate the efforts of public and private agencies providing services to immigrants and non-English speaking residents (including American nationals, such as American Samoans),

2. to provide information on services available and make referrals to appropriate agencies,

3. to encourage local ethnic groups and community organizations to develop programs for immigrants and their families,

4. to compile information concerning immigrants and to conduct or contract for studies on problems faced by the immigrants,

5. to develop simplified factual information to aid the prospective immigrant and his sponsor in complying with federal immigration and related laws and to develop suitable orientation programs for the immigrants in his homeland before departure and in Hawaii after arrival,

6. to serve as liaison in immigration matters of broad community concern as well as meeting individual problems of immigrants,

7. to develop recommendations to the State administration, the Legislature, and community organizations for improving services to immigrants.

Activities

The Immigration Service Center in cooperation with other agencies or on its own was involved in a number of activities for the first six months of operation. During this period

- put together a staff of four professionals and four U.H. graduate student caseworkers.

- formed an advisory board and three task forces; one on Samoan programs, one on agency coordination, and one on church activity to serve the immigrants.

- recruited 70 volunteers to service task forces and committees.

- staff and volunteers responded to group and community meetings involving 2,318 people on 520 occasions.

- serviced telephone requests for information on average of 45 calls a day.

- assisted 217 immigrants and their families by referrals to other community agencies.

Specific activities with other community agencies are as follows:

Susannah Wesley Community Center.

- assisted SWCC in expanding their services to immigrants.

- assisted SWCC in planning and conducting an orientation for teachers and counselors on "The Background and Behavior of the Filipino Immigrant Child".

- collaborated with SWCC in establishing an "Orientation Program for Pre-adolescent Filipino Girls".

Department of Education.

- collaborated with the Leeward School District in planning a seminar for teachers on understanding the immigrant child, and an orientation program for the immigrant parent.

- participated in the Honolulu School District seminar on "Understanding the Immigrant Child".

- provided consultation services to ELCO project, particularly the Samoan program.

- assisted Farrington High School in enrolling immigrants in the various courses offered by the adult education.

Young Women Christian Association.

- assisted in transferring the functions of the phased-out International Institute to the YWCA and other agencies.

- assisted YWCA in setting up immigrant services.

Department of Health.

- provided consultation to staff for immigrant services.

U.H. School of Social Work.

- made a joint appointment with the U.H. School of Social Work for the use of the Center's one-half time program specialist, to further become a one-half time supervisor and field instructor of a student social work unit specializing in immigration problems.

- made the Center available as a field placement training center for graduate social work students.

- collaborated with five graduate students on a study of the acculturation process of 500 recently arrived Filipino families. Provided statistical background material.

Filipino Community.

- Fil-Am Intercollegiate Association. Helped the association of University students of Filipino ancestry to plan and conduct an inter-collegiate conference on the problems of the new immigrant.

- Filipino Chamber of Commerce. Provided consultation to FCC to sponsor a job training and job placement project for immigrants utilizing the "Big Brother" concept in which the Chamber members will provide the volunteer help.

- Filipino Catholic Club. Provided consultation services to the Ewa Catholic Club and the upper Kalihi Catholic Club to assist them in providing services to new immigrants.

Samoan Community. Assisted in reaching the Samoan community through the formation of a Samoan task force. The task force divided Oahu into seven districts with leadership in each to facilitate communication. A plan under consideration includes an orientation program for the Samoan newcomer and the collection of information on Hawaii to be utilized for an orientation program in Samoa. In this regard the government of American Samoa has been contacted and is interested.

Arrangement for the Neighbor Islands.

- Kauai. Encouraged the Kauai Health, Education and Welfare Council, the United Filipino Council, and the United Methodist Church to explore a collaborative project to service the new immigrant.

- Maui. Stimulated the representatives of the Mayor's office, OEO, DSS, DOE, Circuit Court, local churches, United Fund, and United Filipino Council to serve as a task force to plan setting up an immigrant information and referral service.

- Hawaii. Stimulated the representatives of the DOE, OEO, United Fund, local churches and Filipino United Council to serve as an ad hoc group for establishing an immigrant resource center.

Woman's Board of the Pacific. Encouraged the Woman's Board of the Pacific of the Hawaii Conference of the United Church of Christ to include in their 1971 program a service to the new immigrants.

Airport Project. A three-month pilot project at the airport to document the problems immigrants have immediately upon arrival (and at the same time provide on an experimental basis the necessary services) will be underway starting in January 1971.

An Information Booklet. Drafted simplified fact sheets about life in Hawaii and listed services necessary to adjustment; now ready for printing.

Community Service Information. Specific information regarding the services in the community that apply to newcomers is being gathered for a reference file.

Provided consultation services to TESOL programs in relating program to immigrants.

Responded to calls by public schools on communication problems between teachers and immigrant pupils and between parents and children, especially among the Samoans.

Represented immigrant client in filing complaints on a swindle case. Client recovered $2,800 through the Department of Regulatory Agencies.

Appeared before the Director of U.S. Immigration and Naturalization Services for some immigrants suspected of having communicable diseases.

Developed administrative and legislative recommendations and submitted them to the Commission on Manpower and Full Employment for consideration.

Organized task force to study the implications for Hawaii, of the proposed amendment to the federal Immigration Laws. Consulted with Congressional representatives on the proposed amendments.

COOPERATIVE AREA MANPOWER PLANNING SYSTEM (CAMPS)
(July 1 - December 31, 1970)

Background

The Cooperative Area Manpower Planning System (CAMPS) was established in 1967 under federal auspices as a mechanism to coordinate manpower programs at the local, State, regional and national levels. At each governmental level, committees are established consisting of members representing federal and other agencies involved in manpower programs. In the State of Hawaii, the State Manpower Coordinating Committee (SMCC) consists of field representatives of federal signatory agencies and State agencies responsible for manpower programs, education and training, public assistance, economic planning, economic opportunity programs and the Commission on Manpower and Full Employment. In addition, an area coordinating Committee for Honolulu operates with local level counterparts of federal and State programs as well as county programs.

Staff support for the work of the committees is provided through the CAMPS Secretariat which is entirely federally funded under MDTA-Title II funds. Three positions, two professionals and one clerical, in the CAMPS Secretariat were formerly attached to the Department of Labor and Industrial Relations and transferred to the Commission by Act 170, Session Laws of Hawaii 1970. In addition, federal funds were granted to the Office of the Governor for two full-time staff members to augment the CAMPS staff bringing the total to four professionals and one clerical.

Comprehensive Manpower Plan

The objective of the federal government in providing additional staffing at the State level is to achieve more effective administration of a State manpower services program through two functions -- coordination and planning. In its coordinative role, the CAMPS Secretariat provides technical support and assistance to the agencies represented on the committees in developing a comprehensive manpower plan for each area on a fiscal year basis.

The CAMPS Comprehensive Manpower Plan consists of two parts. Part A provides an analysis of manpower needs, problems, and resources available along with administrative and socio-economic background information required for planning fiscal year activities. Preparation of Part A runs generally from September to February of each fiscal year. Part B describes the actual program operations to meet the manpower needs and problems identified in Part A.

Part B is based on estimates of budgetary resources, program guidelines and targets issued by CAMPS on the national level and is submitted by the end of the fiscal year.

The CAMPS Secretariat assists the committees in analyzing the data, eliminating duplication in programs, reviewing funding for programs, establishing manpower goals, target group priorities, and providing program linkages between agencies. By providing a mechanism by which agencies can coordinate their work through regular CAMPS Committee meetings, the objective is to realize a more viable mechanism for an effective manpower delivery system.

Activities

During the period July 1, 1970 to December 31, 1970, the CAMPS Secretariat completed work on the 4th Quarterly Report (FY-70) and Part B (FY-71) of the Comprehensive Manpower Plan. These reports were submitted to the Regional Office in San Francisco. Planning for Part A (FY-72) was also begun in December. Internally, the integration of the CAMPS Secretariat with staff members from the Department of Labor and Industrial Relations and the new staff positions in the Office of the Governor was completed. As of December, one position, that of Administrator of Manpower Programs Planning, remained vacant.

VOCATIONAL EDUCATION
(School Year 1969-70)

The Commission on Manpower and Full Employment was redesignated under Act 170. Membership was augmented July 1, 1970 to assume an additional role as the Hawaii Advisory Council for Vocational and Technical Education.

The Council has two major functions to perform. One is to examine the activities of Hawaii in Vocational Education during the school year last completed and the second is to participate in the long range planning including the next school year's program. Reports of these activities go to the State Board of Vocational Education and the U.S. Commissioner of Education.

The Evaluation of Fiscal Year 1970 Vocational Education is partially completed. Part I with an historical preface is appended to this report as Appendix C. Part II of this report will be specific in content and will be published in the near future and will be concerned with administration and the management of resources in hand.

The overall problem of resources for Vocational Education in Hawaii is a matter of separate concern to the Council apart from the problem of stewardship.

It is the position of the Council that the total resources for Vocational Education must be increased. Hawaii should expand its Vocational Education offerings to all students. It is colaterally important that the proportional share of resources for Vocational Education should be increased in the total provided, whatever the amount.

In considering total needs, the Council would like to submit for immediate consideration increased funding for more complete and adequate facilities for the building trades at Honolulu Community College.

Approximately 2,000 students at Honolulu are in Construction/Civil Engineering evening programs. They have inadequate facilities for training as the Association of General Contractors and the Union training officers attest. Complete funding for their facility should be provided by this session of the legislature.

Information relative to Vocational students in the Community Colleges is presented in tabular form for brevity. Data base is April 1970.*

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* Outline of Vocational Education in Hawaii, State Advisory Council on Vocational and Technical Education, May 1970.

All Community Colleges

	Day	%	Evening	%	Total	%
Voc. Stud.	4,200	55	3,504	45	7,704	62
Gen. Stud.	4,513	94	280	6	4,793	38
Total	8,713	70	3,784	30	12,497	100

Leeward Community College

	Day	%	Evening	%	Total	%
Voc. Stud.	347	100	-	-	347	11
Gen. Stud.	2,874	100	-	-	2,874	89
Total	3,221	100	-	-	3,221	100

Honolulu Community College

	Day	%	Evening	%	Total	%
Voc. Stud.	1,381	36	2,488	64	3,869	90
Gen. Stud.	406	100	-	-	406	10
Total	1,787	43	2,488	57	4,275	100

A comparison of the facilities at Honolulu Community College, which serves half of the State's vocational student population, with the physical plant at Leeward and the rest of the Community Colleges, offers clear testimony that the total dollar resources for Vocational Education students - 7,700 versus 4,800 general students - must be substantially increased.

The Department of Education is preparing to initiate a new one year course of vocational instruction in some intermediate schools in the fall of 1971. This course is entitled "The World of Construction"* and was one of two courses developed at a cost of more than 4 million dollars of research effort.

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* World of Construction and World of Manufacturing, Industrial Arts Curriculum Project, The Ohio State University.

Start up costs are estimated at $5,000 for each 125 students the first year and $1,250 each succeeding year for "The World of Construction". The Council strongly endorses the program and recommends that funding be provided for the broadest installation of "The World of Construction" in the intermediate schools in 1971. See Appendix C-1 for course content. Funding for in-service teacher training for "The World of Construction" must be provided in the summer of 1971.

Increased student guidance and counseling and the "Introduction to the World of Work" concept should be made available and provided to students from the elementary grades forward.

Two programs are under development at this time. A course for ninth graders is being tested at Jarrett Intermediate School this year. It is taught by Mr. R. Matsuwaka to 320 boys and girls, and shows great promise. A course for elementary school children, an orientation to the world of work, is also being field tested this school year at three Oahu elementary schools - Hickam, Pauoa and Maemae. Respectively, there are 490, 375 and 440 students who are getting this career guidance course content which has been incorporated into Language Arts programs for grades 4-6. The Hickam course started in September 1970 and the latter two started in January 1971.

APPENDIX A

SUMMARY OF PUBLIC INQUIRIES BY
PROJECTS AND EVALUATION COMMITTEE

Introduction

As part of the continuing effort of the Commission on Manpower and Full Employment to study changes in technology and the economy as they affect employment and the work force, a series of inquiries were conducted by the Projects and Evaluation Committee, chaired by Mr. David Thompson, on November 23, 24, 25, December 1, and 2, 1970. The ten sessions were conducted in the Board Room of the Department of Land and Natural Resources and consisted of three hour sessions running from 9:00 a.m. to 12 noon and from 2 p.m. to 5 p.m.

A total of 64 representatives from the following occupational categories were invited to participate:*
(1) visitors industry, (2) finance, business, and research, (3) agriculture, (4) health, (5) small business and manufacturing, (6) public utilities and communication, (7) printing and mass media, (8) construction, (9) government, and (10) transportation. Representatives from the Research and Statistics office of the Department of Labor and Industrial Relations and the Occupational Information and Guidance Service Center and others attended as observers. Participants were asked to discuss manpower needs, requirements and problems, and to make recommendations for improved service by State agencies and for new legislation to better education, training, job placement, and the manpower delivery system.

In conducting the inquiries, the Committee pointed out that while its role was merely advisory, it did attempt to draw out the best thinking of people in order to uncover problems, to encourage good practices, to prevent duplication, to promote coordination, to call attention to unmet needs and to provide guidance for the Commission in its annual report to the Governor and the Legislature.

The inquiries were conducted around four major questions:

1. What are your major sources of manpower? Do you anticipate any coming problems?

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* List of invitees and participants follow the text of the summary.

2. Do you anticipate any changes in your operation which will lessen or increase your need for manpower? Will anticipated changes cause any changes in the types of skills you have traditionally needed?

3. What public or private steps do you recommend to encourage local people to enable them to reach their highest employment potential? What can be done to help local people become skilled tradesmen or to achieve middle and upper level management positions?

4. Can you suggest any improvements in the services supplied by federal, State or local agencies that are responsible for the education, training, and/or placement of local people in the labor force?

VISITORS INDUSTRY

Background Discussion and Problems

Participants noted that the tourist industry situation has changed radically in the past year and the problems of a scarcity of rooms and a tight labor market no longer exist. While tourists continue to come in increasing numbers in spite of the national economic turndown, hotel occupancy has been low due to overbuilding which has increased hotel rooms by 40 percent over the past three or four years.

Because of the economic stress induced by the falling occupancy rate, many hotels have been forced to layoff employees, including some with 10 years seniority. Further, some hotels are emphasizing the rationalization of their manpower usages which include: a move toward computerizing many of the front office operations, a growing use of previously prepared convenience foods and buffet servings, a trend toward closing down unprofitable restaurants and bars and the leasing out of ancillary hotel services. There is even discussion of a switch to paper sheets and the subsequent cutting down of laundry facilities. These factors have also contributed to a cutback in labor force requirements. The ratio of employees to hotel rooms is now .5, whereas it used to be one employee per one hotel room. It can be seen that the trend toward minimal and self service is growing faster than previously anticipated.

In spite of all the previously expressed fears about labor shortages, none has occurred. The view was expressed that there may be a surplus of unskilled labor on Neighbor Islands as there now is on Oahu, but skilled craft labor will remain in short supply. The local labor force reserve has always been able to expand sufficiently to meet all the needs of the tourist industry. The challenge now is to maintain the quantity and quality of our local labor force to meet all forseeable tourist industry demand.

In order to compensate for the changing conditions, future promotional emphasis will be devoted to increasing the flow of Japanese visitors who are now coming in at the rate of 150,000 a year. The industry hopes to attract 500,000 Japanese visitors annually in another five years. Concurrently with this effort, there will be a determined drive to step up the bringing of conventions to our hotel facilities. If these efforts are to be successful, local manpower will have to be made available, and economic success in this area would provide expanded job opportunities for local residents if they are prepared for it by education and training.

There was much testimony from industry spokesmen on the dangers of unregulated tourism leading to such uneconomic price cutting and irresponsible cheap-jack operations as to pose a threat to the long-range economic health of the industry. Testimony was received that the public interest would be better served by a recognition that the industry is incapable of policing itself without State intervention. The example was brought up that some mainland chains won't budget for training unless forced to do so as a condition for doing business in the state. This could be done by licensing under a State tourist authority. The future of the travel industry cannot be protected without planning and controls.

Recommendations

1. Encourage the local work force to avail themselves of the economic opportunities in the local travel industry. Job opportunities would widen more if local residents could upgrade their ability to handle public contact jobs. An improvement in the use of communication skills was adjudged to be extremely important to this end, and this should be provided by special training through the State's education and training network. Such courses should help overcome what was labeled the fear of the many island ethnic groups of not being able to fully cope with a dominant mainland culture.

2. Provide through the State's educational system more background material on the various ethnic, cultural and social histories of all of the State's people so our peculiar uniqueness and charm would not be lost.

3. Increase school courses in conversational Japanese, in order to meet the needs of the expected increase of Japanese tourists. The level of tour satisfaction the Japanese visitor enjoys may well be a function of the local population's ability to communicate.

4. Institute a certification-of-skill program for the travel industry occupations, such as tour drivers, waiters and other suitable classifications. This certification should be through schools and training institutes with a strong labor-management involvement.

5. Encourage the hotel industry to consider initiating an industry career ladder from low level job-entry positions to middle and upper management positions in order to attract and hold the upward mobile individuals. This could also be aided by encouraging on-the-job training to promote upward mobility.

6. Step up programs in high school to acquaint students with opportunities in tourism.

7. Implement training for cooks to a cuisine cooks level in the Community College System.

8. Open up hotel employment for the eighteen year olds by eliminating all restrictions relating to the serving of alcoholic beverages.

9. Require Neighbor Island resort developers to provide employee housing, nursery school care and the other amenities that would then attract to it and maximize the numbers in the resort work force.

10. Improve communication within the Manpower Training and the Vocational-Technical Division in the Community Colleges with individual hotel companies and also with the association of hotels; this would be especially important in finding out the skill needs of the industry.

11. Reaffirm the recommended goals as fully developed by the Hawaii Travel Industry Congress held January 6-7, 1970.

The Commission would want to recommend that the main findings of the Congress be reduced to legislative language and be implemented by the 1971 Legislature. In particular, the Commission would recommend that the State should create a specific agency to implement the Congress findings. The State should create a specific agency of cabinet status within the Office of the Governor to ensure that State agencies and departments which affect tourism and development effectively implement State policy and to protect the public interest in long-range economic health, full employment, high standards of development, wholesome and pleasant environment, good ecological balance, open-space, preservation of natural beauty, recreation facilities, good housing and convenient transportation. This agency should be called the Office of Tourist Industry Coordination and should be under the Administrative Director located in the Office of the Governor. The Legislature should provide the Administrative Director with authority, staff and facilities adequate to these responsibilities.

Background Discussion and Problems

It must be noted that in spite of many invitations, industry participation was disappointing. Those that did participate cited several advantages in conducting their research and/or business in Hawaii. Among them were: (1) a good university from which to draw resources, both human and information, (2) an excellent location - a short hop from the mainland, Hawaii is the crossroads to the Pacific and the stepping stone to the whole Pacific Basin, making it a convenient place to recruit skilled tradesmen familiar with the Pacific culture to work in the Pacific Basin, and (3) the home of a unique mixture of people physically and culturally different from the mainland. There was a feeling of optimisim that these reasons should provide a basis for continued economic expansion.

Although all expressed a preference to hire local people, in some cases, they said this was not possible. It was submitted that one of the biggest barriers was the inadequacy of many local people in communicating verbally. It was suggested that this was caused partially by the home environment and partially from unsatisfactory school preparation. It was said this deficiency of verbal skills put the local people at a great disadvantage when competing for public contact positions with their mainland counterparts. A new Hawaii-English curriculum which is now being installed in grades K-3 and eventually will reach to grade 12 should help to strengthen communication skills, but it may take years before the results can be assessed.

Another thought was also expressed that the frequent complaint about communication inadequacy is not only directed against the lack of a skill but also against an alternate life style, a highly desired local culture factor emphasizing decorum in contrast to the aggressive extroverted mainland behavior sought by employers with sales and publicity needs in mind. Such a sales pitch extroversion is probably the opposite of the Aloha spirit that visitors admire so much.

It was stated that the local population must learn a higher level of marine skills before they can compete with better trained mainland colleagues. At the moment there are no training facilities on the islands to provide the necessary level of marine skill training. It was thought the Community Colleges could aim at a higher level of technical training and specialize in this.

There was expressed a need to improve communication and coordination among the various federal, State, and local manpower training and placement agencies. The business community said, for example, they wished to have more communication with the Employment Service and welcomed visits by that agency's staff in order to discuss the needs of business.

Recommendations

1. Expand the Department of Labor and Industrial Relation's mailings to keep selected educational institutions and businesses up to date on pertinent employment data (i.e. training programs, manpower requirements, etc.). Long range labor forecasts giving the level and quantity of skills needed for the economy should also be included.

2. Raise the level of expertise of vocationally trained graduates of the Community College System and the independent small colleges. It was stressed that those that took specific technical skill training should really be highly trained specialists upon finishing rather than merely possessing minimal level job entry skills.

AGRICULTURE

Background Discussion and Problems

Agriculture has steadily continued its relative decline from the historic position it once held as the major income producer in the State. For example, while agricultural earnings continue up, in the past the combined sales from sugar processing and pineapple canning had always exceeded diversified manufacturing sales. In 1969, sugar and pineapple sales together amounted to $300 million, whereas diversified manufacturing sales totalled $284. In 1970, however, although sugar and pineapple sales through August totalled $198 million, this was $7 million less than an expanding diversified manufacturing.

While a decline in year round agriculture employment is evident, there continues to be a great problem in meeting seasonal peak-load work force requirements particularly in pineapple harvesting and canning. The industry attempts to recruit workers both locally and on the mainland, offering many special inducements. The industry strongly feels that a main source to overcome its labor problems would be young people who are free during their summer vacation. It was felt that a better planned, persistent and active encouragement by the schools in the recruitment effort in sufficient time prior to the summer vacation, would maximize student participation in summer employment. Such student participation would help keep local agriculture economically competitive and viable. It would also provide hundreds of summer jobs, excellent work experience and a source of earnings for many otherwise unemployed youngsters.

It was suggested that it would be helpful if all the special inducements and amenities made available to off island and mainland recruits should be made available to local hires. Provision of more recreation and planned after work activity was recognized as an aid in recruiting and retention. It was suggested that a longer period of training would prevent some industrial accidents and act as a positive recruitment inducement to those who drop out soon after hiring because they are inadequately prepared psychologically for the pace of labor. With low wages being claimed as a chief deterrent to hiring, a better hiring-in pay and equalization of pay were suggested as helping to create a peak-load work force. It was noted that the relaxing of rules for employing fifteen year olds enabled 1,188 additional workers to be employed in 1970.

Beyond the youngsters, other labor force employment problems related to shortages in the planting operation, skilled tradesmen and those specialized workers with extra abilities and potential exist.

To meet the challenge of changing conditions, it was felt the key to agriculture competitiveness and expansion lay in technical innovation and new cash crops. It was recognized that to meet world competition it would be necessary to maintain and enhance the State's agriculture research capability. As has been noted, Hawaii is the only tropical state in the United States and has both an opportunity and an obligation in this area. The goal should be for Hawaii to keep its position as one of the leading world centers for tropical agriculture research and know-how. Its private agriculture research institutions are world famous. In this connection, it should be noted that Dole recently notified other member companies of the Pineapple Research Institute that it would be withdrawing at the end of the fiscal year. This jeopardizes the PRI.

The University of Hawaii College of Tropical Agriculture provides a base upon which to build an enhanced State effort, but it needs to be greatly expanded if it is to realize its potential. The results of these efforts could be exportable research which would have a cash value that could make a significant contribution to Hawaii's economy. To realize such a capability, research efforts of both private industry and the university would have to be adequately staffed and funded and the other needs of agriculture such as the mechanization of minor crops to overcome low labor productivity would have to be met. Continuing efforts would have to be made to make agriculture attractive as a career.

In the discussion on agriculture, a problem also seemed to emerge on how to encourage more cooperation between government and industry so that more agriculture manpower training, upgrading and retraining would result. For example, at some remote sugar plantations, the related skill training for trades apprenticeship is only available through correspondence courses. There was a feeling that if methods could be worked out that could improve communication between the government training agencies, the employers and the employees, so that training programs could be made available at the convenience of the employee, much more training would result. There was a feeling that training should not be confined to the "normal" institutional classroom, but be made available in any rural setting, and the training should be in skill areas as deemed in demand by the employers. It has been noted that the changing employment needs in agriculture have not always

been known to the training institutions and more effort should be expended on their part in ascertaining what is currently in need.

Recommendations

1. Stimulate implementation by the State administration of the Agricultural Development Plan as submitted to and funded by the Legislature. It is hoped that staff appointments will be made to carry out the conference findings.

2. Step up the research budget and the staffing of the agricultural components of the University of Hawaii School of Tropical Agriculture in order, among other things, to provide for minor crop mechanization.

3. Expand the agriculture training programs in the Community Colleges particularly for training maintenance men and operators of agricultural equipment. The colleges should also seek to meet the related instruction needs of plantation trade apprentices.

4. Improve guidance and counseling to enhance the image of the modern realities of work opportunities in the agro-industrial field; this will attract more to the industry.

5. Encourage the Department of Education to support recruitment efforts of the industry for students to work in the pineapple fields during summer vacation.

HEALTH

Background Discussion and Problems

The inquiry revealed that the increasing demands for readily available, high quality health services that people can afford was prevalent throughout the community. While Honolulu has a good level of service, rural Oahu and the Neighbor Islands are experiencing difficulties.

It was felt that one of the keys to the present problem of health manpower shortages was to optimize the role of the physician. This could be done by getting more physicians and by delegating lesser tasks ordinarily performed by doctors to other types of medical personnel trained to handle them. There was expressed a great need for additional health personnel who would handle many of the physician's current responsibilities. This additional health personnel could be recruited and trained in manifold ways.

Both the question of certification of separate submedical specialists and the question of the training of para-professionals were said to need encouragement. The developing manpower needs in the field of environmental pollution was also felt to need consideration.

Recommendations

1. Improve a statewide health manpower information system which would provide better data regarding numbers of health personnel, their distribution, positions, both filled and vacant. Conduct a systematic study of the whole health manpower field and make this information available to the Governor and the Legislature. This health study should be done in the form of a health manpower master plan prepared by the Department of Health and the Department of Social Services and Housing. The Manpower Commission should be kept advised.

2. Fund an employee development leave program for the Department of Health and consider the possibility for instituting such programs in the private field whereby educational leaves and monetary grants are provided for a number of employees annually, contingent upon a commitment to return to the agency. Through such a program provide training for leadership and supervision. Arrange work-study graduate education programs.

3. Study the feasibility of revising the residency requirements as they affect the many medical specialties. Enact certification and licensure requirements that reflect the need of the situation. Emphasize credit for in-service training. Through these means make special provisions to fill the shortage needs in rural Oahu and all the Neighbor Islands.

4. Shorten the LPN curriculum to ½ year. Give the trainees the essentials, hire and provide additional on-the-job training. Individuals who have at least five years work experience as a PN under adequate supervision should be certified.

5. Explore the expanded use of para-professionals and try to solve the problems in employing the disadvantaged - teach money management, work obligations, etc. Training fund for applicants who enter training for other skills in the health field to be made available to other than the "prime wage earner". Expansion needs to be encouraged; clerical, dietary skills, lab and technical aides should be offered training. Dietary training needed to remedy "bleak" hospital cooking. The problem of the reluctance to assure advancement for those who are upgraded by training must be met.

6. Conditioning for male trainee recruitment in high school must be intensified and started earlier, possibly during the Sophomore year, to get serious consideration from students for the career of licensed practical nurse. To provide the foundation on such a program, an incentive should be provided on a progression toward the full rate of pay in government hospitals for the trainee, increasing at stated intervals to 90% at the end of the 3rd quarter and placement at full salary upon completion of the program and the start of work.

7. Training for two types of hospital maintenance men is urgently needed. First, there is a need for men who are too old and/or are not interested in the full long term apprenticeship programs of the traditional crafts. These men could be given some telescoped craft training and given upgraded positions, and they would then not move into other fields as laborers.

   There is also a need for new types of specialized crafts and hospital specialties to be considered. These needs are now being met by inadequate and fiscally expensive contracting out. Work in laundry equipment, boilers, TV and radio repair, electronic equipment, air conditioning, etc., all offer opportunities for a core craft program for an especially

related group of men. This could open up a new career ladder for hospital employees. What is visualized is a multi-hospital team of craft generalists who would be readily available to meet the needs of any of the member hospitals. This should be sponsored by all components in the industry.

8. Training for supervisors in all departments in hospitals and convalescent homes is sorely needed. This could help reduce labor "drop-outs".

9. In the dental field, the Community Colleges and the practicing dentists need to clarify their expectations for Dental Assistants. The graduates of the program at the Community College are more highly trained than the level the dentists are prepared to employ them at and compensate them for. The school program is aimed to meet national criteria for certification but the prevailing expectations in the solo practitioner's office are of a different order and does not warrant students staying in school for a full year's training. The student should be offered the option of a short term or a full student course.

10. Labor turnover and absenteeism of their women employees are two of the main employee problems of the health industry that management is concerned about. The instituting of child development day care centers could be a most practical approach to their alleviation. Requirements for the construction of child development centers in hospitals built with federal and State money should therefore be appraised seriously and a pilot program should be initiated by a leading hospital.

SMALL BUSINESS AND MANUFACTURING

Background Discussion and Problems

The future of retailing looks good. It is noted for having a high potential for new job formation. Additional personnel in retailing will be needed as an increase in volume is anticipated. Despite the rising cost of living, retail volume is growing 7 to 10 percent per year. Those large retailing concerns which have good employee benefits have only limited problems in recruiting people, but recruitment problems do occur for highly specialized jobs. One big problem area is getting people to accept supervisory responsibility. Small retailers have a different order of need in recruiting personnel. Representatives expressed a definite need to encourage vocational training through the Distributive Education program in the high schools. It was said that some counselors seem to discourage students from this type of activity although it could well be the program that keeps disenchanted students in school.

Training programs were discussed at length and it was agreed that they are essential to employability in small retail establishments. The large concerns have their own very excellent training programs.

It was brought out by the Honolulu Chapter of the National Alliance of Business (NAB) that lack of training is a common reason why the disadvantaged and hard-core unemployed have a difficult time securing jobs. Another is a lack of education. It was suggested that employers lower the educational requirements if they are not essential in learning or performing a job. Where the policy of hire-train-retain is practiced, retention rates for the disadvantaged were 70 percent, similar to the general public. This seems to be one source of manpower that has not been fully tapped. Honolulu NAB has apparently done an outstanding job in preparing the hard-core for jobs in contrast to many mainland situations. Further funding for NAB seems highly desirable.

A recent survey of NAB's Honolulu office introduced into the inquiry shows that a person taken off the welfare rolls and placed in a steady job will:

1. Contribute $10,000 per year to the gross national product.

2. Pay federal income taxes of about $241 per year.

3. Pay additional State sales taxes of about $36 per year.

4. Increase purchasing power for goods and services by $3,400 per year.

5. Reduce unemployment costs about $34 per year. (This is low because most of these people have about exhausted their eligibility).

6. Relieve the government of welfare or support payments on the average of $1,308 per year - mostly in aid to dependent children.

7. Reduce the need for expense of welfare and other community services.

Recommendations

1. Encourage employers to reduce hiring standard obstacles and use a relaxed,more realistic task oriented hiring standard in order to qualify the hard-core for employment.

2. Support NAB's Honolulu office's request for a bigger funding to expand its local operations.

PUBLIC UTILITIES AND COMMUNICATION

Background Discussion and Problems

In terms of manpower needs, the public utilities and communication companies foresee, for the most part, no great recruitment problems. The companies have attained a stable work force and no great need for additional manpower is anticipated. Some expressed the need for personnel with a broader spectrum of technical concepts to meet changing conditions. There appears to be a shortage of local people with a satisfactory electronic background. The type of person being sought was one who possessed not only basic job skills, but also the concepts and principles governing the field enabling adaptation to a changing situation.

Another difficulty is finding skilled craftsmen who are interested in moving up and accepting managerial responsibilities. In this connection, the ability to communicate is an important requirement and this is not a skill readily available.

There was agreement among the utilities represented that in assessing most potential employees, well-rounded, broadly educated people with a good oral communication ability, with ability to read and write well and with basic mathematic skills was needed most. As for specific skill training, it was clear that the utilities possessed excellent training programs through which new employees with a good generalized education could learn skills necessary to their jobs. Because of constantly changing job content, the companies not only did initial job training, but also by in-house training constantly up-graded employees to the new skill requirements. They felt no outside school could provide most of the training requirements and that schools should concentrate on providing basic academic skills.

The participants expressed a need to improve their own knowledge about public services and training programs so that they might be better able to cooperate. They expressed whether training programs originating around the needs of meeting the problems of the under-privileged could be made available to other segments of the community who might be in need of special training to enable them to reach their highest employment potential.

Recommendation: Emphasize English, math, and speech in the academic curriculum of high schools - subjects that are musts in the communication and utilities field.

Educational institutions should nurture curiosity and the desire to learn. Schools should emphasize concepts and principles as well as teaching basic academic skills.

CONSTRUCTION

Background Discussion and Problems

The size of the construction industry labor force has increased in the past two years from 16,000 to 22,000. But due to a slack in the construction boom, it was reported that as of September 1970, 1,500 construction workers were on layoff status. It is anticipated that this downtrend will continue and construction will probably drop 15 to 20 percent by next year. Nationally, one-third of all construction workers are presently unemployed. Nevertheless, there does exist a real labor shortage in middle management positions.

In spite of the business downtrend, the local contractors are optimistic about the future. While commercial construction has been curtailed and multi-family housing units may drop slightly, residential construction is expected to pick up. The hope was also expressed that the State will step up its Capital Improvements Program to provide additional construction employment. All these job shifts will involve some amount of retraining but no major problems are anticipated. The training programs in the industry are exemplary and are the result of union-management cooperation.

Retraining programs are not new to the carpenters who constantly must learn to work with new materials and techniques. The apprentices, whose numbers have grown greatly, will also be able to benefit from the additional training. Even more training will be needed for greater changes in the future as one industry spokesman predicted that in ten years 90 percent of construction will be pre-fabricated housing.

A further area for the construction industry is growth in the South Pacific Basin. Hawaii's skilled tradesmen will go into this area for work. For the most part, the South Pacific is economically young and has much growth potential. In this connection, it is interesting to note that when construction labor supply was tight here approximately 1,000 mainland craftsmen came to the Islands and most of them are now leaving because of the economic turn down. It is commonly claimed by the industry that at the height of the building boom about 4,000 individuals unsuited to meet the minimum job performance standards came into the building trades; it was felt all around that it would be good if these people could be directed to other occupations.

PRINTING AND MASS MEDIA

Background Discussion and Problems

It was brought out that there are no manpower recruiting problems because supply exceeds demand in the printing industry. With the exception of some reporters and printers who come into the State seeking employment, the industry employs mostly local people and recruits heavily from local schools. In the discussion it developed that the industry has an excellent and all-encompassing training program and that both management and union agree that there was no need for any outside agency to supplement the effort. Although there appeared to be no need for any offering by a public agency for job entry training in this field, there is a necessity to strengthen the orientation to the printing trade at the high school level by upgrading equipment and developing an active working relationship with a joint labor-management committee of the printing trades. There is no need for training in graphic arts in the Community Colleges except as a possible conduit to the industry.

On the other hand when looking at public exposure positions in television and radio broadcasting, there appears to be a great lack of local training facilities and local people manning the industry. Besides the absence of training facilities, the industry also felt that the speech pattern of the local resident was not adjudged to be at a professionally usable level and this was a difficult obstacle to overcome.

For the most part, the printing of local major works is done on the mainland, in Japan or Hong Kong where the costs are lower. This causes loss of work for Hawaii's labor force and loss of revenue for Hawaii's economy. Mainland firms are geared toward a bigger market and are thus able to concentrate on specialty work such as telephone directories, high school annuals, books and postcards. Local printers cannot so specialize and, therefore, cannot be competitive. To try to compete, they will have to upgrade the skills of their employees and improve plant facilities. It is a risk they may have to assume in order to secure enough of the local printing market to justify these costly improvements.

Recommendation: Encourage the use of local printing facilities wherever possible. The State may lose employment opportunities for its citizens if the work is done out of State.

Recommendations

1. Establish an apprenticeship coordinating committee consisting of the contractors associations and the unions from the 20 different craft apprenticeship programs to represent industry in dealing with the Community Colleges. This should provide leadership in devising an updated approach to apprenticeship training, using the most modern available tools, materials and methods.

2. Appropriate funds for a separate training facility in the Community College System devoted exclusively to the use of apprenticeship training, and the retraining of the journeyman in the construction trades. Specifications should be worked out with a joint labor-management committee.

3. Develop a middle management training program for the construction industry through a representative industry committee to be offered by either the University of Hawaii or the Community Colleges to fill the needs. Courses should include management skills, finance, public relation, engineering, law and safety.

4. Expand the construction trade core curriculum offerings in the secondary schools. To prepare many to take advantage of these offerings, there should be a strong construction trades unit in the orientation to work curriculum in intermediate schools. "The World of Construction" program is an excellent move in this direction and should be supported.

GOVERNMENT AGENCIES

Background Discussion and Problems

There was general consensus among the participants that the labor force needs are changing constantly and at an increasingly rapid rate. A few years ago teachers, oceanographers, engineers, and librarians were in great demand and were considered shortage occupations. Students were encouraged to major in these fields. Today, there is a surplus of qualified people in these fields. However, a great need still exists for medical personnel and trained social workers.

The attempt being made to alleviate such shortages is to emphasize sub-professional or para-professional positions. The professional is relieved of some of the routine, non-specialized duties by para-professionals, in order to perform the highly skilled specialties for which he was trained. This means lessening the number of professionals needed by supplementing the staff with para-professionals. This results in an upgrading of the professional. Medicine seems to be the pioneer in this type of staffing with education following suit. This type of specialization is also spreading to other occupations.

Rapid change presents problems in vocational counseling and in the offerings of educational institutions making it difficult to foresee the future job market. Predictions are often inaccurate and as a consequence, we have skilled people who either become unemployed or become employed in jobs requiring lesser skills. In the future, counseling and the training institutions must take account of the fact that people change occupations two or more times in their lives and that some occupations are being phased out while others are becoming increasingly specialized, and still other occupations that will be great future users of manpower, are not yet even in existence.

The U.S. Civil Service Office in Honolulu indicated it has a system of forecasting vacancies in rare skills (anticipating requirements) and sponsoring local youth for training in mainland institutions where that is necessary. The same sort of advance planning and preparation could be done by each department of the State and by County governments, but this has not been the rule.

The State Department of Education makes an effort to recruit Island born teachers who have relocated on the mainland because it finds they tend to perform well here. This approach might well be adopted by other departments.

Recommendations

1. Encourage the educational institutions to provide training for para-professionals and encourage State agencies and institutions to hire untrained people and have them trained as para-professionals.

2. Provide stipends and time off to employees to permit continued education to qualify them for difficult to fill professional positions. This would be along the line of a career ladder concept.

3. Provide more funds for in-service training and on-the-job training.

4. Conduct continuing studies on the State labor force needs and develop a systematic annual program submission indicating plans to meet the problem of surplus and shortages uncovered. There is a great need for planning to develop approaches and programs to solve the difficulties. Each department should be encouraged to plan ahead. The possibility should be explored for Manpower Commission to maintain a combined anticipatory shortage file from the U.S. Employment Service, State and Counties and plan to encourage island youth to prepare for these occupations.

5. Improve communication between business and State educational institutions so that job information can be acted upon.

6. Request the Department of Personnel Services to adapt the National Occupational Handbook to meet State needs and cover the current and anticipated job opportunities in the State.

TRANSPORTATION

Background Discussion and Problems

It was stated that the lack of adequate transportation was a strong deterrent to employment. This is true not only for the rural residents of Oahu and Neighbor Island residents, but also for many living in Honolulu who live some distance from the main bus lines. This lack of transportation facilities has important negative consequences for those people who need employment the most - the disadvantaged who are usually far from good transportation. A good transportation system is almost a prerequisite to full employment.

The transportation industry seems to be experiencing difficulties. Because of the national economic slowdown, the airlines are not getting the amount of business they need and some are cutting back on their local work force.

In some phases of transportation, trained manpower is difficult to find. Trained and dependable truck drivers are in short supply. There is also a shortage of trained local people for traffic engineering and planning. Because of the shortages, an excessive amount of personnel shifting seems to occur between private companies and government agencies with the transferees tending to go where the wages and benefits are best at the moment. It was felt that truck driving as a profession needed a better image; good job counseling was viewed as one method of bringing this about. There was also expressed a need for middle management training courses.

Recommendations

1. Introduce traffic and transportation courses at the University. These courses would lead to an advanced transportation engineering degree. More courses on transportation economics are also needed. Implement a year round work study program whereby employees engaged in transportation planning and engineering for the State and Counties can work on the job, get related training, and receive academic credit for the total experience.

2. Continue retraining programs for current drivers at the Community College.

INVITEES AND PARTICIPANTS

VISITORS INDUSTRY

Invitees	Alternates and Guests
* Mr. Clyde Doran Hilton Hawaiian Village	* Mr. Art Koppen Hilton Hawaiian Village
Dr. Thomas Hamilton Hawaii Visitors Bureau	
* Mr. Richard Hashimoto Sheraton Corporation	
Mr. Robert Herkes Inter-Island Resorts	
Mr. Alan Moon Unity House	Mr. Richard Tam (guest) Hotel Workers, Local 5
Mr. Robert Rinker Hawaii Hotel Association	
Mr. Thomas Rohr Pacific Training Council	
Mr. Eddie Tangen ILWU, Local 142	

FINANCE, BUSINESS, & RESEARCH

Invitees	Alternates and Guests
* Dr. Edward Barnet School of TIM University of Hawaii	Mr. Chuck Gee School of TIM University of Hawaii
Dr. John Craven Oceanography Dept. University of Hawaii	
Mr. Don Grace Kentron	
* Dr. Thomas Hitch First Hawaiian Bank	
* Mr. Kim Jacobson Hawaii Business Publishing Corp.	
* Dr. Shelley M. Mark DPED	Dr. Y. P. Joun DPED
Mr. George Mason Pacific Business News	
* Mr. Don Over Trade Publishing Co.	

* Not able to attend.

AGRICULTURE

Invitees	Alternates and Guests
* Mrs. Mary Anderson Hawaii Business Publishing Corp.	
Mr. John Ah Ho Lee ILWU, Local 142	
Mr. Alfred Mattos ILWU, Local 142	
* Dr. Kenneth Otagaki State Dept. of Agriculture	Mr. Kenneth Fukumoto State Dept. of Agriculture
Mr. Joyce O. Roberts Pineapple Growers Assn. of Hawaii	
Mr. Hannibal Tavares HSPA	Mr. Samuel Caldwell (guest) C. Brewer
Dr. C. Peairs Wilson College of Tropical Agriculture University of Hawaii	

HEALTH

Invitees	Alternates and Guests
Mr. Ollie Burkett Hospital Assn. of Hawaii	
* Dr. Masato Hasegawa Regional Medical Program	Mrs. Rosie Chang Regional Medical Program
Mrs. Ah Quon McElrath Hawaii Labor-Management Committee on Health Care	
Mr. Stephen Murin United Public Workers	
* Dr. Edward O'Rourke School of Public Health University of Hawaii	Dr. Robert Mytinger School of Public Health University of Hawaii
* Dr. Walter Ouisenberry State Dept. of Health	Mr. Theodore Dabagh State Dept. of Health

* Not able to attend.

SMALL BUSINESS & MANUFACTURING

Invitees	Alternates and Guests
Mr. Richard Botti National Federation of Independent Business	
* Mr. Roy Leffingwell Hawaii Manufacturers Assn.	* Mr. Jerry Panzo Hawaii Manufacturers Assn.
Mr. L. D. McLaurin National Alliance of Businessmen	
Mr. George Shiroma Small Business Administration	
* Mr. Clarence Young Retail Board	Doyle Alexander Retail Board
	Miss Phyllis Anderson (guest) Liberty House
	Mr. Tom Leong (guest) Sears Roebuck & Company
	Mr. Stanton Newton (guest) J. C. Penney

PUBLIC UTILITIES & COMMUNICATION

Invitees	Alternates and Guests
* Mr. Francis Kennedy IBEW, Local 1260	
Mr. Albert Lee Board of Water Supply	
Mr. Dwaine Snodgrass Hawaiian Electric	
Mr. Ken Uda Honolulu Gas Company	
Mr. Raymond Victor Hawaiian Telephone Company	
* Mr. Glen Vinquist COMSAT	Mr. Robert Kumasaka COMSAT

* Not able to attend.

PRINTING AND MASS MEDIA

Invitees	Alternates and Guests
* Mr. Jerry Ahui ITU	Mr. Benjamin Yin ITU
Mr. Bob Berger KHVH	
* Mr. Jim Couey, Jr. Hawaii Newspaper Agency	Mr. Edward Gall Hawaii Newspaper Agency
* Mr. Russell Journigan Community College Systems	Mr. Nelson Muraoka Community College Systems
Mr. Tom Sing Lithographers Guild	

CONSTRUCTION

Invitees	Alternates and Guests
* Mr. Tim Guard Dillingham Land Corporation	
Mr. Hall Hoxie Home Builders Association	
Mr. Russell Journigan Community College System	
Mr. Robert Knight Carpenters Union, Local 745	Mr. Harold DeCosta Carpenters Union, Local 745
* Mr. Harold Lewis Operating Engineers, Local 3	
* Mr. Carl Lindquist Pacific Builders Report	
Mr. James Lovell Lewers & Cooke	
* Mr. Jack Reynolds Building & Construction Trade Council	* Mr. Walter Kupau Building & Construction Trade Council
* Mr. Robert Way City Dept. of Planning	Mr. George Moriguchi City Dept. of Planning
Mr. James Westlake General Contractors Association	

* Not able to attend.

GOVERNMENT

Invitees	Alternates and Guests
* Mr. H. Dean Bollman U.S. Civil Service Commission	Mr. Kenneth Fujii U.S. Civil Service Commission
Mr. Russell Journigan Community College Systems	
* Mr. Richard M. Kibe Maui County Manpower Committee	
* Mr. Dewey Kim Continuing Education & Community Services University of Hawaii	Mr. Fred Mayer Continuing Education & Community Services University of Hawaii
Mr. Ernest Kurohara Hawaii County Manpower Committee	
Mr. David Luke Dept. of Personnel Services	Mrs. Loretta Fukuda (guest) Dept. of Personnel Services
* Mr. George Mau Dept. of Education	Mr. Ben Verhusen Dept. of Education
* Mr. Edward Morita Kauai County Manpower Committee	Mr. Chuck Haffner Kauai County Manpower Committee

* Not able to attend.

TRANSPORTATION

Invitees	Alternates and Guests
* Mr. Vernon Anderson City Dept. of Traffic	Mr. George Villegas City Dept. of Traffic
* Mr. Richard Downing Standard Oil Co. of California	Mr. Lynn Maddox Standard Oil Co. of California
* Mr. Bernard Eilerts Hawaii Employers Council	
* Mr. Douglas Hughes Hawaii Trucking Association	Mr. Donald Takaki Hawaii Trucking Association
Mr. Russell Journigan Community College Systems	
* Mr. Homer Maxey, Jr. Foreign Trade Zone #9	
* Mr. Tom McCabe McCabe, Hamilton, & Renney Co., Ltd.	
* Mr. L. Ellsworth Perry United Airlines	Mr. Dale Weidmer United Airlines
* Mr. Arthur Rutledge Teamsters Hawaii, Local 996	
* Mr. J. K. Thorton Marineways, Inc.	
* Mr. Alvey Wright State Dept. of Transportation	Mr. George Rezents State Dept. of Transportation

* Not able to attend.

COST SUMMARY

FY 1969-70

Appropriation $300,000.00

Project Title	Project No.	Project Cost
Carpenter Pre-Apprentice	0-70-01	$11,492.69
Carpenter Pre-Apprentice #2	0-70-01 (A)	9,962.51
Glazier & Glassworker	0-70-03	19,175.38
Glazier & Glassworker #2	0-70-03 (A)	28,559.20
Sheetmetal Worker Pre-Apprentice	0-70-04	7,454.12
Operating Engineer (Upgrading)	0-70-02	23,250.00
Greenskeeper	K-70-02	2,562.00
Kona Child & Family Center	H-70-01	51,418.00[1]
Lahaina Child Care and Transportation Service Center	M-70-01	78,289.00[2]

TOTAL PROJECT COST $232,162.90

ADMINISTRATIVE COST (8/69 - 6/30/70) 12,609.13

PROGRAM EVALUATION COST (Reserve) 6,000.00

TOTAL PROGRAM COST $250,772.03

BALANCE ..... $ 49,227.97

1. $1,912.50 remitted to Department as fees collected in operation through Nov. 30, 1970. Remittance accrues to 1970-71 appropriation.

2. $1,914.31 remitted to Department as fees collected in operation through Dec. 31, 1970. Remittance accrues to 1970-71 appropriation.

APPENDIX B

CHILD CARE AND TRANSPORTATION SERVICES SUMMARY

STATE MANPOWER DEVELOPMENT AND TRAINING PROGRAM

FY 1969-70

	PROJECTS		
	Kona Child Care and Family Center Project 12/1/69-11/30/70	Lahaina Child Care and Transportation Services Center Project 3/1/70-2/28/71	TOTALS
1. Child Care Services Information			
A. Child-Applicants			
1. Number of Children Enrolled	39	56	95
2. Children of Mothers Who Terminated Employment	18	28	46
3. Number of Children Currently Enrolled	21	28	49
B. Parent-Applicants			
1. Number of Parent-Applicants Enrolled	31	37	68
2. Number of Parent-Applicants Terminated Employment	11	16	27
3. Number of Parent-Applicants Currently Enrolled	20	21	41
II. Transportation Services Information			
1. Total Number of Individuals Provided Services	N/A	74	74
2. Number Terminated Services	N/A	43	43
3. Number of Individuals Currently Receiving Services	N/A	31	31
III. Employment Information			
1. Total Number of Enrolled Applicants Obtained Employment	27	31	58
2. Total Number of Enrolled Applicants Did Not Obtain Employment	4	11	15

APPENDIX B

OCCUPATIONAL SKILL TRAINING SUMMARY

STATE MANPOWER DEVELOPMENT AND TRAINING PROGRAM

FY 1969-70

PROJECT TITLE	CONTRACT PERIOD	LENGTH OF TRAINING (WEEKS)	NO. TO BE ENROLLED	NO. ENROLLED	NO. COMPLETING TRAINING	NO. PLACED ON JOBS IMMEDIATELY AFTER TRAINING	NO. ON JOBS AS OF 12/31/70 *
Carpenter Pre-Apprentice	10/27/69 to 12/19/69	8	25	20	16	14	
Carpenter Pre-Apprentice #2	01/12/70 to 03/06/70	8	20	19	16	11	
Glazier & Glassworker Pre-Apprentice	02/16/70 to 05/08/70	12	20	20	16	14	
Glazier & Glassworker Pre-Apprentice #2	05/18/70 to 08/07/70	12	20	20	19	14	
Sheetmetal Worker Pre-Apprentice	06/15/70 to 08/07/70	8	15	15	14	14	
Operating Engineers (Upgrading)	01/05/70 to 12/31/70	6	96	83	83	63	
Greenskeeper	04/04/70 to 05/30/70	9	18	10	9	7	
TOTALS		--	214	173	159	134	

*Information not available at time of publication.

HAWAII ADVISORY COUNCIL ON
VOCATIONAL AND TECHNICAL EDUCATION

Historical Preface

The 1964 session of the Legislature initiated the current period of change and expansion in the State's educational system, as part of it's "New Hawaii" program which called for equal educational opportunity for children of every cultural background and economic or geographical circumstance. Dissatisfaction was expressed with the then-current state of vocational education.

As a partial response to felt needs, the Legislature provided for a system of community colleges with a mandate to provide a strong vocational-technical curriculum. The rapid expansion of this system has greatly increased the availability of this sort of education.

Until this time, the main location of specialized vocational education had been in a system of post-high school technical schools which were a part of the Department of Education. These technical schools became the core of the Community College System, which is governed by the Regents of the University of Hawaii. This was the only practical way of rapidly establishing a community college system. The transfer of these institutions did not diminish the vocational education offerings in the State; the intent was to modernize and expand these offerings, in recognition of changing times and changing needs.

In July 1965, the technical schools of Kapiolani, Honolulu, Kauai, and Maui were transferred from the DOE to the University of Hawaii. Hilo was transferred in May 1970 and Leeward was built and added to the System in 1968.

Meanwhile, it had become evident to the State Manpower Commission that although there were "many agencies which provide or arrange for some occupational training and education which is needed in our State, none of them is responsible for ascertaining the total need and ensuring that the various programs, when added together are adequate to meet this need." The Commission brought its concern to the attention of the legislature.

The Board of Education had also recognized this problem; in 1966 it directed the Superintendent to "delineate and articulate vocational training programs with the University of Hawaii and the Community College Administration."

The Legislature again responded to these and other expressions of dissatisfaction with the state of vocational education in Hawaii by adopting concurrent Resolution No. 43, 1967 General Session. It called for "A coordinating committee of the Board of Education and the Board of Regents of the University of Hawaii to develop a comprehensive State Master Plan for vocational education in close consultation with the Commission on Manpower and Full Employment and other Agencies."

A task force of Regents, Board of Education members, and Manpower Commissioner worked intensively during 1967 and part of 1968 to develop the plan. Far more important than the document produced, was the establishment of dialogue and the resulting consensus among those charged by the Legislature with responsibility for vocational education.

The final document was published in February 1968. It is entitled "A State Master Plan for Vocational Education". It is the basis for the current restructuring and strengthening of vocational education, and provides sound guidelines for evaluating programs.

The plan recommended, and the Legislature translated this recommendation into law, that the Board of Regents be designated as the State Board of Education which had formerly discharged this function. This action recognized the fact that the Community College System had become the primary focus for specialized vocational training.

The Legislature adopted this recommendation in the form of Act 71 of Session Law 1968, which established the new Board of Education, effective January 1969.

To assist the State Board and to ensure coordination and articulation of effort by major responsible agencies, the new law established a tripartite Vocational Education Coordinating Advisory Council. This Council is made up of three members each from the Regents, the Board of Education, and the Manpower Commission, plus the head of the Community College System and the State Superintendent of Public Education.

This is essentially the same organization which drew up the State Master Plan, an experience which demonstrated that such a group could work effectively.

The structure has the advantage of directly engaging the two operating agencies which implement policy. It enables both the School Board and the Regents - by means of a sub-committee which they respect - to give concentrated attention to vocational education. Because Hawaii has a unitary Statewide school system and university system, these Boards have the power of implementation which is reserved to local Boards in other states. Through the Manpower Commission the structure establishes effective linkage with industry, labor, the Employment Service and other relevant State agencies.

The Master Plan states a philosophical position: "In preparing a master plan, a dual role of education must be recognized: not only is it the traditional means of individual self fulfillment, it is also a major means of the State in promoting social and economic growth."

The Plan outlined eight Objectives and Characteristics. The Plan should be: Comprehensive, Articulated, Coordinated, Responsive to Change, Self Evaluative. It should provide General Education for all, and Orientation to Work (students would have an exposure to and an awareness of the world of work and career options as part of the learning process at all levels).

The Master Plan also listed these Unresolved Issues which were referred to the new State Board of Vocational Education: Apprenticeship Training, Federal Financing, Secondary School Dropouts, Continuing Education, Counsel-and-Guidance and Teacher Training. The Board has yet to address itself to these issues.

The Master Plan set forth guidelines which were adopted as a basis of program development by the Department of Education and the Community College System. These guidelines, as understood by the Department of Education, are well expressed in its 1970 overview of the restructured Vocational-Technical Education Program for secondary schools, as follows:

1. The occupational needs of individuals rather than the categories of occupations must be given sharp focus. The emphasis is more on people in need of preparation for work than upon occupations in need of people, although the need for congruence between the two is clearly recognized.

2. The Vocational-Technical program must serve persons in all categories of occupational life, except the professions which are served by the professional schools. This will include education in a wide range of skills and knowledge through a wide range of age groups, for both sexes, all races, and for persons at various social, educational, and economic levels.

3. High priority must be given to those with special needs who suffer from academic, socio-economic and other handicaps which prevent them from succeeding in their pursuit of an occupation.

4. The program must be so planned and structured to enable individuals to exercise their right to select the means through which they can fulfill their personal and social goals at the same time that career goals are being achieved; this is essential to the individual's sense of worth.

5. The total education of the individual should be the major concern of the vocational training in technical skills. General educational development and vocational skills are both essential components of occupational success. The basic educational requirements for most jobs have risen in light of the effect of technological advances. The learnings which in the past have been considered to be general education are essential as part of the preparation for work. This is being felt in the following ways:*

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* Norman C. Harris, "Technical Education in the Junior College/ New Programs for New Jobs", Washington, D. C.: American Association of Junior Colleges, 1964, p. 27. (A study of occupational trend and education requirements).

a. More and more jobs are dependent upon the increasing amount of general education as a prerequisite for learning their specialized aspects.

b. The skills and understandings developed by general education, especially those of a verbal, scientific, and mathematical nature, turn out to be the actual occupational skills of more and more occupations.

c. A substantial amount of general education is needed to provide the future worker with the intellectual tools he will need for continued learning.

6. The trend toward an increased amount of technical content in most occupations suggests a greater need for preparing workers for technical occupations. More jobs will take on the character of technician occupations. Many of those will also reflect the growing shift to occupations which are oriented toward the social and personal services in a changing world of work and leisure.

7. Effective guidance and counseling must assume a place of major importance. It is clear that the systematic preparation for sound vocational choice is a necessary foundation on which the vocational technical education program must be erected.

8. Vocational-technical education must be planned as open-ended and as continuous education with its major responsibility being to develop a readiness and a capacity for a lifetime of learning and relearning of occupational knowledge. In the past there has been a tendency for most pre-employment vocational-technical education to be planned as terminal education although provisions were made for periodic updating. It is now clear, with the effects and implications of accelerated technology on jobs, that no form of education, vocational or non-vocational, can become terminal.

9. Vocational-technical education programs should be organized for maximum articulation from the

secondary level to the community colleges and from the community colleges to the four year institution.

10. The secondary programs in vocational-technical education should increase the options available to the individuals - to take employment at entry level jobs, to move toward occupational specialization at community colleges and technical schools, or to continue on into preparation for professionals.

11. The secondary school programs should provide basic skills and concepts which apply universally to clusters of occupations. The post-secondary programs in vocational-technical education will provide the occupational specialization desired by individuals.

The structure which was established pursuant to the State Master Plan was later modified in response to U.S. Public Law 90-576, which required establishment of a separate State Vocational Education Advisory Council. The Governor established such a council in May 1969, in order to meet the Federal requirement. In the following year the State Legislature, by Act 170, restructured the State Manpower Commission so that it would satisfy the Federal requirement for a State Advisory Council. The law became effective July, 1970.

This brief resume is evidence that the policy governing vocational and technical education in Hawaii is solidly based and has been well thought out and systematically developed since 1964. The Advisory Council recognizes that there is a long way to go before these policies are fully implemented.

October 22, 1970

HAWAII ADVISORY COUNCIL ON

VOCATIONAL AND TECHNICAL EDUCATION

Part I

Evaluation Report to the U.S. Commissioner of Education
and to the National Advisory Council
on Fiscal Year 1970 Vocational Education
Activity in Hawaii

GENERAL

The efforts put forth by those responsible for vocational and technical education in Hawaii during the school year 1969-70 are to be commended. Many instances of dedicated personal commitments were in evidence in both secondary and post-secondary education. Moreover, beginning in 1964, the State authorities undertook a re-evaluation of the vocational education effort, and early in 1968 adopted a State Master plan for vocational education which aims for the same goals which Congress set forth a few months later in the 1968 amendments. The Master Plan also sought to ensure that the Statewide vocational education effort was comprehensive - encompassing all agencies - coordinated, and systematic. Since then, the concerned agencies, and especially the Department of Education and the Community College System, have begun fundamental reforms and innovations aimed at goals set by the Master Plan. The restructured program has been installed in several secondary schools, providing a model which can be spread throughout the State as rapidly as funding and teacher training permits.

Funding, support, and enrollment in vocational-technical courses has increased substantially in recent years - both at the secondary and post-high school level.

More effective approaches to guidance and drop-out prevention have been developed in certain schools, using vocational education as one source of motivation. The State has benefitted from various federal training programs for the disadvantaged - such as MDTA, OJT, JOBS, NYC, Model Cities, Job Corps, WIN, the State Prison school program and others.

State-funded programs have also been used, such as Progressive Neighborhoods and State MDTA (Act 251). The State had also assumed funding responsibility during the past two years for a coordinated statewide dropout program which supplements a number of federally funded projects. The State programs have been developed in order to meet needs which fall outside or between federal program guidelines.

These positive developments, however, are only a small beginning. We will have to put much more money into plant, modern equipment, and teacher retraining in order to implement these reforms in all our schools. We must also develop further innovations. As of today, our schools are still failing to meet the needs of a large segment of the student population, and it is urgent that we push ahead along the path of massive reform.

EFFECTS OF THE VOCATIONAL ACTS OF 1963 AND AMENDMENTS OF 1968

In part due to these acts, and in part due to the proliferation of Federal Legislation and programs related to manpower, the State of Hawaii acted to form an overall coordinating body. The Manpower Commission was created in 1965.

On July 1, 1970, the Manpower Commission assumed the responsibilities of the Hawaii Advisory Council on Vocational and Technical Education under the state law. It continues to discharge its several other functions.

In Fiscal Year 1970, which included the advent of this Council, the provisions of the Vocational Act Amendments came into operation for the first time. The beginning of the operational year with its initial difficulties, in conjunction with post operational federal fundings made a difficult task still more arduous.

With these limitations in mind, the five general topics of the annual evaluation agreed to by the Hawaii State Council, the other State councils, the National Council and the Office of the U.S. Commissioner of Education are treated as sub-headings of this report, of which this is the first. A more detailed treatment, Part II of this report, has been developed for use and reference in Hawaii.

GOALS

The State Plan for vocational education is currently submitted to satisfy the needs of the U.S. Commissioner of Education. It is structured from rigidly defined guidelines submitted from the U.S. Office of Education. The required format does not supply all of the information needed by the State Advisory Council. Some of the missing information appears in budget and other documents. The State Plan is useful in planning; it looks ahead five years. For its own evaluative purposes, however, the State Advisory Council needs a document which is more comprehensive and specific in setting forth its goals. We therefore recommend that the Research Coordinating Unit develop such information in a readily useable form.

A data collection system for management information is badly needed to assess the total vocational education program. Parts of systems are utilized to synthesize data, but a unitized system would allow for better information retrieval so that earlier program planning can be developed. A statewide management information system is being initiated to provide back-up information for vocational education program planning and for annual reporting.[1]

A system to provide area planning should be developed to assure that new programs are initiated in a planned manner based on stated priorities from Parts II and III of the State Plan.[2]

A more current and meaningful State Plan document would be possible if there were adjustment of the dates for submitting State Plan and State Advisory Council Evaluation Reports

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[1] Annual Federal Reports were turned in 2 months late on December 2, 1969. The Community Colleges caused the delay in report submission.

[2] No available reports indicate that area planning is taking place.

to the U.S. Office of Education. Recommendations from the Evaluation Reports should be incorporated into the State Plan at an earlier time than is now possible. The present submission dates are such that the State plan has to be submitted three to four months ahead of the Evaluation Report. This causes eight or nine months delay before the recommendations from the Evaluation Report can be incorporated into the State Plan. If the date for the Evaluation Report could be scheduled prior to the annual rewrite of the State Plan, immediate consideration could be given to the recommendations made by the State Advisory Council.

EFFECTIVENESS IN SERVICING NEEDS

The general strategy of the Hawaii system of public education is to treat preparation for vocation as a continuum in which the primary and secondary schools provide the most basic skills needed for entry level employability, training or retraining, while more specialized occupational preparation takes place in community colleges, on the job, or in other post-high school situations.

The State Master Plan recognizes that the primary goal of schools in grades K-12 is the maximum intellectual development of all children, and that a sound background in language, mathematics, social studies and science is the best basis for successful vocational education and employment.

It also recognizes, however, that various methods may be used to develop intellectual abilities. Some students at every level may need remedial or compensatory work or a different learning situation in order that they may succeed and be motivated to learn.

It is common knowledge that too large a proportion of our students are "disenchanted" with the traditional curriculum. Some become drop-outs. Others stay in, and develop attitudes toward learning which prevent them from developing to their best potential. Frequently a bad self-image results.

Some secondary school programs have been initiated during the past two years which seem to provide alternatives for the "disenchanted" and the handicapped. Amongst there are:

- The Occupational Skills program for the mentally retarded educable.

- The Pre-Industrial Preparation program for under achieving, academically deprived youths. This program uses a team approach to teach verbal, scientific and mathematical skills by correlating the specific occupational experience to these academic skills.

- Cooperative education.

- Early admissions to the Community College vocational and technical programs.

Unfortunately those alternatives at present are available to only a small percentage of those who need them.

The Occupational Skills program is available in only five secondary schools, the Pre-Industrial Preparation program in three. As beginnings, both show great promise but need to be vastly expanded.

Cooperative education is an older program which reaches 438 secondary students. (The Community Colleges are committed to expand cooperative education, but the present level of participation - 43 students - is inexcusably low.) More attention should be given to expanding cooperative education-work-experience programs at all levels. Schools must vigorously promote the program within business and industry in order to develop more work stations.

Early admissions are not much further along now than they were in 1968, when the Master Plan observed that "Early admissions are occasionally allowed now but the program is spotty and lacks a clearly established policy." In practice, only Kauai Community College has done much along this line - with 143 early admissions in 1970, of which 43 were vocational, 100 academic.

The Community Colleges have a variety of facilities for specialized vocational instruction which would be uneconomic to duplicate in secondary schools, but which could well offer alternative learning situations for students whose needs are not being met in the secondary school. Neither age nor lack of a High School diploma should bar a student whose needs

for specialized instuction could best be met in a Community College. There must be a review of policy and administrative procedures to promote cooperation between High Schools and Community Colleges in meeting the individual instructional needs of all students.

Further effort needs to be made to strengthen articulation between the High School cluster programs and the Community College specialized programs. It was found that very little information on the High School cluster program was known by Community College administrators and instructional staff. A concerted effort to improve articulation should improve channels of communication.[3]

The Community Colleges must continually reassess their specialized curriculums to keep them abreast of work practices and technological change. At present much of the equipment and curriculum is out-of-date, and many facilities are inadequate. Unfortunately most of the instructional material is produced on the mainland and does not reflect island conditions and practices; it should be revised and supplemented as necessary to meet local needs.

The Community Colleges must make a greater effort to ensure that funds are being spent in the more productive way. The instructor loads in some vocational programs are too low, so that costs per graduate student are unusually high. In some of these programs there is good opportunity for occupational placement. By contrast, other programs which offer less chance for occupational placement have larger enrollments.[4] Provosts must be held accountable to design programs around occupational needs and to ensure that students do not enroll in programs which do not offer the student a reasonable expectancy of employment after he completes his formal education. Obsolete programs must be updated or discontinued.

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[3] State Master Plan, 1968, pp. 12, 23, and 92.

[4] Summary of Graduates, 1954-69, Honolulu Community College.

Where less-than-class enrollments inflate costs, other ways of providing good quality instruction - such as on-the-job, contracting-out, or individual referral - should be sought after. In this connection, there are many indications that present construction plans need to be reviewed in terms of proper priorities.

The Community Colleges have not given adequate consideration to apprenticeship and on-the-job training. These are highly effective educational arrangements and must be strengthened and better served. More people are enrolled in apprenticeship-related night classes than in the regular vocational day classes, but the night classes - where the action is - are greatly hampered in teacher-load, facilities and equipment, by arbitrary budgeting and procedures.

There is a great weakness in recruiting and preparing vocational technical instructors and there is a lack of in-service training. The best instructors are experienced tradesmen and technicians who have had the advantage of formal instruction in teaching methods. The need for a suitable teacher preparation program is urgent.

HUMAN RESOURCES DEVELOPMENT

The Master Plan says that students should have an exposure to and an awareness of the world of work and career options as part of the learning process at all levels.

A newly designed High School program - Introduction to Vocations - is guidance oriented and includes knowledge about the possible career opportunities as well as experiences in the various clusters of occupations. This program aims to appeal to students with varying abilities, interests and aptitudes as opposed to any one level of ability. For example, a student with scientific aptitudes may pursue his interests in a highly technical field of work while another who likes to work with people may explore the opportunities in the social services.[5]

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5 An Overview of Hawaii's Vocational-Technical Education in the Secondary Schools, February, 1970.

At the intermediate level, the schools have examined a program developed by Ohio State University and incorporated parts of it into the curriculum.[6]

Our schools must always bear in mind that they are responsible for encouraging all students to realize their full potential - those who will not go on to an academic college course, as well as those who will.

If the schools were to see themselves as being only a social institution for the preparation of youth to continue academic education, they would stand self-convicted of massive failure, because thousands of students do not go on to college. Nationally, 60 percent do not. In Hawaii, 41 percent do not go on to post-high school education.[7]

The schools proffer to be comprehensive, and designed to meet the needs of all students, but they give more attention to programs for the academic and college-bound than for others. Equal attention should be given to making academic programs a rich and rewarding experience for the non-college bound, recognizing that this may be their last opportunity for this sort of formal education.

Vocationally-oriented programs enable many students to discover their own capacities and interests and to have successful learning experiences. This opportunity should be offered to all students.

The official policies of our schools recognize the need for vocational education at all levels. In the past two years some beginnings have been made in this direction, but in practice the policy is still far from realization. If we are simcere in our profession of concern for our youth, more resources must be made available to this end.

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6 The original courses were called The World of Construction and The World of Manufacturing.

7 Secondary Student Status Survey, 1968-69, p. 43.

COURSE CONTENT DESCRIPTION

OF

"WORLD OF CONSTRUCTION"

AND

"WORLD OF MANUFACTURING"

INDUSTRIAL ARTS CURRICULUM PROJECT

Description of Project

- Educationally Sound
- Flexible and Adaptable
- High Student Motivation
- Student Success Experiences
- Teaching Effectiveness
- Program Efficiency
- Occupational Orientation
- Content Relevancy
- Decreased Discipline Problems
- Organized Knowledge
- Language Development
- Behavioral Objectives
- Cost of Program Established
- Teacher Education

These characteristics describe the nature of two exciting and relevant secondary school industrial arts courses, "The World of Construction" and "The World of Manufacturing." These two one-year courses are the result of six years of intensive research, development, field testing, and revision. The curriculum materials have been developed and tested by over 20 IACP headquarter's staff and 66 field staff in 41 schools in 19 cities in nine states. Over 15,000 students have completed the program. Each IACP course includes daily behavioral objectives to guide the teaching-learning process. Ten periodic standardized tests are used, together with observed laboratory performance, to determine achievement of student competencies. Students gain knowledge, attitudes, and skills in management, production, and personnel practices that are used in industry to create our man-made world.

The availability of massive USOE funding enabled the industrial arts faculty at the Ohio State University, in cooperation with faculty from the University of Illinois, to provide leadership for conceiving and developing a complete teaching-learning support system. Personnel from many elements of the academic community, business, industry, and organized labor helped to make the instructional package authentic and relevant to contemporary industrial practice. Teaching-learning strategies were designed, engineered, tested, and integrated into the instructional system.

Teachers, local supervisors , principals, and other administrators in each field evaluation and demonstration center are unanimous in their support of Project activities. The intensive interest and motivation shown by the pupils have been heartening. Parental and lay support for these new programs also has been substantial. The program has been successful with able learners. Inner-city schools have found the materials most relevant to the needs of the disadvantaged and deprived pupil. Team teaching with the language arts, social studies, mathematics, and science teachers has been very well done in some schools. Interest reading has been increased and language dev-

elopment has been enhanced. Discipline problems have been reduced several fold, based upon reports from principals. Materials have been used in flexible scheduling settings even though they have been designed to operate within more traditional program schedules. Also, schools have recognized the extensive career orientation value of the program. All schools recognize the cultural value of the program as it relates to an understanding of and an appreciation for the man-made world.

To install and operate a program of five classes of 25 students or 125 students, it will cost about $40 per student the first year and about $10 per student thereafter. These amounts include software, hardware, and expendable supplies. The McKnight and McKnight Publishing Company, in cooperation with IACP, has established a geographic network of teacher education workshops in 18 educational institutions to prepare construction teachers during the summer of 1970. During the years 1970-76, royalties form the sales of the curriculum materials will be returned to USOE for deposit in the U.S. Treasury.

WORLD OF CONSTRUCTION

Table of Contents

Man and Technology
Construction Technology
Applying Technology to People
Managing Construction
Beginning the Project
Selecting a Site
Buying Real Estate
Surveying and Mapping
Soil Testing
Designing and Engineering the Construction Projects
Identifying the Design Problem
Developing Preliminary Ideas
Refining Ideas
Engineering the Designs
Selecting the Design
Making Working Drawings
Writing Specifications
The Designing and Engineering Cycle
Selecting a Builder
Contracting
Estimating and Bidding
Scheduling
Working as a Contractor
Collective Bargaining
Hiring Construction Personnel
Training and Educating for Construction
Working Conditions
Advancing in Construction
Construction Production Technology
Getting Ready to Build
Clearing the Site
Locating the Structure
Earthmoving
Handling Grievances
Stabilizing Earth and Structures
Classifying Structures
Setting Foundations
Building Forms
Setting Reinforcement
Mixing Concrete
Placing and Finishing Concrete
Completing Foundations
Building Superstructures
Building Mass and Masonry Superstructures
Erecting Steel Frames
Erecting Concrete Frames
Building Wood Frames
Installing Utilities
Installing Heating, Cooling and Ventilating Systems
Installing Plumbing Systems
Installing Piping Systems
Installing Electrical Power Systems
Installing Electrical Communication Systems
Making Inspections
Mediating and Arbitrating
Enclosing Framed Superstructures
Roofing
Enclosing Exterior Walls
Striking
Insulating
Applying Wall Materials
Applying Ceiling Materials
Laying Floors
Finishing the Project
Painting and Decorating
Installing Accessories
Completing the Site
Transferring the Project
Servicing Property
Building Dams
Bridge Building
Road Building
Building Skyscrapers
Constructing in the Future
Constructing Housing
Your Dream House
Selecting and Purchasing a Lot
Planning the Living Space
Preparing Working Drawings
Writing Specifications
Financing and Contracting
Building the Substructure
Building Walls

WORLD OF CONSTRUCTION

Table of Contents
(Continued)

Building Floors and Ceilings
Building Roofs
Enclosing Exteriors
Roughing in Utilities
Working on the Interior
Completing the House
Landscaping Homesites
City and Regional Planning Factors
Planning Community Services
Housing People
Planning Business Facilities
Planning Schools and Recreational Facilities
The Economics of Community Development
Managing Community Development

WORLD OF MANUFACTURING

Table of Contents

Man and Technology
The Evolution of Manufacturing
Manufacturing and the Economic System
Manufacturing Technology
Manufacturing Management Technology
Inputs to Manufacturing
Organization, Ownership, and Profit
Identifying Consumer Demands
Researching and Developing
Designing Manufactured Goods
Creating Alternate Design Solutions
Making Three-Dimensional Models
Refining the Design Solution
Obtaining Approval of Management
Engineering the Product
Designing Power Elements
Making Working Drawings
Building the Production Prototype
Technical Writing and Illustrating
Planning Production
Planning Processes
Automating Processes
Measuring Work
Estimating Cost
Tooling Up for Production
Installing Production Control Systems
Designing and Engineering the Plant
Establishing Accident Prevention Programs
Supplying Equipment and Materials
Processing Data or Information
Using the Computer
Employment and Occupations in Manufacturing
Manufacturing Personnel Technology
Hiring and Training
Working, Advancing, and Retiring
Organized Labor and Collective Bargaining
Securing Reproducible Raw Materials
Extracting Raw Materials
Harnessing Energy From Nature
Manufacturing Production Technology
Converting Raw Materials to Industrial Materials
Making Industrial Materials into Standard Stock
Story of Primary Metal Products
Story of Textile Mill Products
Story of Petroleum Products
Story of Chemical Products
Making Components by Forming or Separating Standard Stock
Material Forming Practices
Shearing
Chip Removing
Separating by Other Processes
Making Assemblies or Finished Products
Combining Components
Mixing
Coating
Bonding
Mechanical Fastening
Combing Subassemblies
Preparing for Distribution
Servicing Manufactured Products
Story of Printed Products
Story of Basic Machine Tools
Story of Rubber Products
Story of the Telephone
The Manufacturing Corporation
Forming a Corporation
Relating People to the Corporation
Making the Sales Forecast

Table of Contents
(Continued)

Estimating Profits and Keeping Records
Locating the Plant and Securing Inputs
Designing and Engineering the Product
Planning Production Processes
Establishing Production and Quality Controls
Making and Combining Components and Assemblies
Arranging for Distribution and Sales
Liquidating the Corporation
Manufacturing in the Future

APPENDIX D

PUBLICATIONS BY THE STATE COMMISSION ON
MANPOWER AND FULL EMPLOYMENT

As of December 1970

1. "Commission Findings on Easing Employment of Minors in Licensed Liquor Premises: On Amendment of Rule 8, Governing the Honolulu Liquor Commission," December 1966.

PRINTED: 50 Copies

Circulated to Legislators and Participants

2. "Bibliography on Employment Effects of Automation and Technological Change," January 1967. Compiled for the Commission by the University of Hawaii, Economic Research Center, under the guidance of Dr. Thomas Ige.

PRINTED: 15 Copies

For Reference Use Only

3. "State Shortages in Professional and Technical Classes," January 1967. Report to the Fourth State Legislature (House-Senate Conference Committee Report No. 2, March 17, 1966).

PRINTED: 300 Copies

Circulation as follows:

109 - Government (State, City, Federal)

29 - Universities or Colleges
Harvard University
New Jersey State University
University of California - Berkeley
" " " - Davis
" " " - Santa Barbara
" " " - L.A.
University of Iowa
University of Alaska
University of Hawaii
University of Nevada
University of Kentucky
San Francisco State College

94 - Legislature

15 - Commission and Committee Members

10 - Business

13 - Professional Organizations

3 - Labor Organizations

4. "Manpower Needs in the Hawaiian Economy," by Dr. Esme Chu, February 1967.

PRINTED: 700 Copies

Circulated to participants of Governor's Conference on Human Resources, plus the following, on request:

27 - Government (State, City)

15 - Universities or Colleges
Harvard University
George Washington University
University of Hawaii
Chaminade College

4 - Business

15 - Professional Organizations

4 - Labor Organizations

5. "Proceedings: The Governor's Conference on Human Resources," February 1967. In cooperation with State Department of Planning and Economic Development and The Conference Center, College of General Studies, University of Hawaii.

PRINTED: 1,000 Copies

Circulation as follows:

243 - Government (State, City, Federal)

82 - Universities or Colleges
Brookings Institute - Washington D.C.
Ohio State University
Indiana University
University of Oregon

Universities or Colleges (cont'd)
University of Chicago
Duke University (N.C.)
University of California
Harvard University
UpJohn Institute
University of Hawaii
Maui Community College
Honolulu Community College
Kapiolani Community College
Kauai Community College
Missouri State University
San Francisco State College
Leeward Community College
Stanford University
Lehman College
Brooklyn College
Florida State University
New York State University

80 - Legislature

75 - Business

26 - Labor Organizations

20 - Committee Members

21 - Professional Organizations

11 - Commission Members

6. "The Job-Seeker in Hawaii," May 1967. Conducted by the Social Science Research Institute, University of Hawaii, in collaboration with the State Department of Labor & Industrial Relations, prepared by Dr. George Won and Professor Douglas Yamamura.

PRINTED: 500 Copies

Circulation as follows:

146 - Government (State, Federal)

45 - Universities or Colleges
Harvard University
University of Hawaii
Kauai Community College
Kapiolani Community College
Honolulu Community College
Maui Community College
University of Nevada
Oakland University
Florida State University

18 - Committee Members

15 - Business

15 - Western Manpower Regional Committee

13 - Commission Members and Staff

5 - Legislature

12 - Professional Organizations

1 - Labor Organizations

7. "Research Problems in Manpower and Vocational Education," Proceedings Report on Manpower-Vocational Education Research Seminar, Hawaii Vocational Education Research Coordinating Unit, University of Hawaii, May 1967.

Circulated to Participants

8. "A State Master Plan for Vocational Education," in response to Senate Concurrent Resolution No. 43, by the Coordinating Committee of the Board of Education, Board of Regents, February 1968.

PRINTED: 2,000 Copies

Circulation as follows:

45 - Government (State, Federal)

108 - Legislature

3 - Legislative Reference Bureau

1 - Legislative Auditor

19 - Universities or Colleges
Harvard University
University of Hawaii
Church College of Hawaii
College of Commerce
University of California - Santa Barbara
" " " - L.A.
Florida State University
Hawaii Community College
Honolulu Community College
Kapiolani Community College
Kauai Community College
Leeward Community College
Maui Community College

47 - Labor Organizations

19 - Commission Members & Staff

14 - Business

26 - Professional Organizations

470 - Honolulu Community College, distributed to libraries, educational institutions (nationally), labor organizations, and educational organizations.

850 - Dept. of Education, distributed to public schools, district offices and State offices.

9. "Travel Industry Report for the Sub-committee on Manpower," Senate-House Citizens' Interim Committee on Travel Industry Development, March 1968.

Circulation as follows:

20 - Committee Members

10. "Training Activities Within Business-Industry: Implications for Public Education in Hawaii," March 1968. Conducted by the Hawaii Vocational-Technical Education Research Coordinating Unit, Community College System, University of Hawaii; prepared by David R. Lynn, Coordinator, Hawaii Vocational Education and John W. Nothom, Coordinator, Vocational Education.

PRINTED: 500 Copies

Circulation as follows:

5 - Government

60 - House of Representatives

30 - State Senate

3 - Legislative Reference Bureau

1 - Governor's Office

11 - Commission Members

7 - Interdepartmental Committee Members

4 - Department of Planning & Economic Development

3 - University of Hawaii

5 - Professional Organizations

2 - Business

300 - distributed by Honolulu Community College to the following: Legislators, educators, nationally - all Research Coordinating Units.

11. "Dropout," a joint effort by the Department of Education, the Department of Labor and Industrial Relations, Honolulu Community Action Program and the University of Hawaii Community College System, November 1968. Conducted by Robert P. Dye, Dropout Program Coordinator, Manpower Commission; Theodore F. Ruhig, Executive Secretary, Manpower Commission; and Irwin I. Tanaka, Director, Compensatory Education Program, Department of Education.

PRINTED: 500 Copies (January 1969)

Circulation as follows:

79 - Government (State, City, Federal)

3 - Legislative Reference Bureau

2 - Governor's Office

4 - Dept. of Planning & Economic Development

30 - Senate

60 - House of Representatives

4 - County Committees

10 - Commission Members

87 - Universities or Colleges
Hawaii Pacific College
Leeward Community College
Church College of Hawaii
Honolulu Community College
University of Hawaii
University of Michigan
University of Chicago
University of California

46 - Professional Organizations

17 - Press

151 - Dept. of Education

20 - Libraries

11 - Business

26 - Labor Organizations

12. "A Special Manpower Report", January 1969. History, programs, evaluation and recommendations. Annual Report of the Manpower Commission.

PRINTED: 1,000 Copies

Circulation as follows:

77 - Government (State, City, Federal)

60 - House of Representatives

30 - State Senate

3 - Legislative Reference Bureau

1 - Legislative Auditor

3 - Governor's Office

31 - Commission and Staff members

23 - County Committees

90 - Universities or Colleges
University of Hawaii
University of Chicago
University of California
Hawaii Pacific College
Iowa State University
Leeward Community College
Florida State University
California State College
Stanford University
Chaminade College
Princeton University
Ohio State University
University of Connecticut
Brooklyn College

68 - Professional Organizations

7 - Business Organizations

9 - Labor Organizations

18 - Press

34 - Libraries

79 - Dept. of Planning & Economic Development

19 - Western States Regional Manpower Advisory Committee

6 - Citizens

13. Proceedings of "Governor's Conference on Immigration", Volume I, December 11 - 12, 1969. In cooperation with the Conference Center, Division of Continuing Education and Community Service, University of Hawaii.

PRINTED: 1,000 Copies

Circulation as follows:

33 - Government (State, City, Federal)

3 - Legislative Refernce Bureau

1 - Legislative Auditor

3 - Governor's Office

39 - Dept. of Planning & Economic Development

30 - State Senate

60 - House of Representatives

23 - County Committees

17 - Commission & Staff members

15 - Universities or Colleges
University of Hawaii
Ohio State University
Harvard University
Princeton University
Florida State University
Stanford University
University of California

17 - Professional Organizations

15 - Press

14 - Libraries

7 - Business

5 - Labor Organizations

61 - International Institute

1 - Citizens

48 - Task force members and resource people who did not attend

212 - U.H., distributed to participants of Conference, including task force members.